	Universitas Negeri Surabaya **Faculty of Economics and Business,** **Bachelor of Science in Office Administration Education Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Research methodology	8721003051	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	May 11, 2023

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 which is charged to the course

Program Objectives (PO)

PO - 1	Able to demonstrate a responsible attitude towards work in designing research independently (CPMK 1)
PO - 2	Able to determine appropriate decisions in solving problems by creating quantitative, qualitative and development research designs (CPMK 2)
PO - 3	Able to utilize learning resources to solve problems in learning research methodology comprehensively in accordance with developments in science and technology (CPMK 3)
PO - 4	Able to plan, design, practicum, implement and analyze data to produce alternative solutions to problems in the educational and scientific fields of office administration and publish the results (CPMK 4)

PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4

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
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	The course examines basic research concepts, research problems, variables, theoretical framework, hypothesis, population, sample, sampling techniques, data collection techniques, and data analysis techniques. Lectures begin with an explanation of concepts and principles, assignments and discussions with students, research project assignments and presentations using ICT with an assessment system including assignments (30%), participation (20%), mid-semester assessment (20%) and final semester assessment (30%)

References

Main :

1. Sugiyono. 2019. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta.
2. Cohen, Luois, Marrison, Keith, & Manion, Lawrence. 2007. Research Method In Education Sixth Edition . United Kingdom: Routledge.

Supporters:

	1. Aqib, Zainal, & Rasidi, Mohammad Hasan. (2018). Metodologi Penelitian Pendidikan. 2. Moleong, Lexy J. (2017). Metodologi Penelitian Kualitatif (Edisi Revisi). 3. Emzir. (2015). Metodologi Penelitian Pendidikan Kuantitatif Kualitatif. 4. S, Nana Syaodih. (2013). Metode Penelitian Pendidikan. 5. Cooper, Donald R, & Pamela S. Schindler. (2006). Metode Riset Bisnis.
Supporting lecturer	Triesninda Pahlevi, S.Pd., M.Pd. Jaka Nugraha, S.AB., M.AB, MBA. Dr. Farij Ibadil Maula, 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	Able to explain research methodology in the fields of education and office administration	1.Explain the difference between method and methodology 2.Explains various efforts in educational research and office administration	**Criteria:** 1.Assessment rubric 2.Discuss the difference between method and methodology 3.Discusses various efforts in educational research and office administration **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers 3 X 50	Lectures, discussions, questions and answers	**Material:** Difference between method and methodology; Various efforts in educational research and office administration **Reader:** *Sugiyono. 2019. Quantitative, Qualitative and R&D Research Methods. Bandung: Alphabeta.*	5%
2	Able to explain the types of educational research and office administration	1.Explain types of educational research and office administration 2.Explains various methods of educational research and office administration	**Criteria:** 1.Assessment rubric 2.Discuss types of educational research and office administration 3.Discusses various methods of educational research and office administration **Form of Assessment** : Participatory Activities	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions	**Material:** Types of educational research and office administration; Various educational research methods and office administration **Bibliography:** *Cohen, Luois, Marrison, Keith, & Manion, Lawrence. 2007. Research Methods in Education Sixth Edition. United Kingdom: Routledge.*	5%
3	Able to explain R & D research methods	Explain R&D research methods	**Criteria:** 1.Assessment rubric 2.Discuss R&D research methods **Form of Assessment** : Participatory Activities	Lectures, case studies, discussions 3 X 50		**Material:** R & D research methods **Literature:** *Aqib, Zainal, & Rasidi, Mohammad Hasan. (2018). Educational Research Methodology.*	5%
4	Able to explain R & D research methods	Explain R&D research methods	**Criteria:** 1.Assessment rubric 2.Discuss R&D research methods **Form of Assessment** : Participatory Activities	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions	**Material:** R & D research methods **Literature:** *Aqib, Zainal, & Rasidi, Mohammad Hasan. (2018). Educational Research Methodology.*	5%

5	Able to explain experimental research methods	Explain experimental research methods	**Criteria:** 1.Assessment rubric 2.Discuss experimental research methods **Form of Assessment** : Participatory Activities	Lectures, case studies, discussions 9 X 50	Lectures, case studies, discussions	**Material:** Experimental research methods **References:** *S, Nana Syaodih. (2013). Educational Research Methods.*	5%
6	Able to explain experimental research methods	Explain experimental research methods	**Criteria:** 1.Assessment rubric 2.Discuss experimental research methods **Form of Assessment** : Participatory Activities	Lectures, case studies, discussions 9 X 50	Lectures, case studies, discussions	**Material:** Experimental research methods **References:** *Cooper, Donald R, & Pamela S. Schindler. (2006). Business Research Methods.*	5%
7	Able to explain experimental research methods	Explain experimental research methods	**Criteria:** 1.Assessment rubric 2.Discuss experimental research methods **Form of Assessment** : Participatory Activities	Lectures, case studies, discussions 9 X 50	Lectures, case studies, discussions	**Material:** Experimental research methods **Reader:** *Sugiyono. 2019. Quantitative, Qualitative and R&D Research Methods. Bandung: Alphabeta.*	5%
8	UTS	UTS	**Criteria:** UTS **Form of Assessment** : Project Results Assessment / Product Assessment	UTS 3 X 50	UTS	**Material:** - **Library:**	15%
9	Able to explain qualitative research as well as the principles and characteristics of qualitative research	1.Describe the meaning and paradigm of qualitative research 2.Describe the principles and characteristics of qualitative research 3.Describe each characteristic of qualitative research	**Criteria:** 1.Assessment rubric 2.Discuss the meaning and paradigm of qualitative research 3.Discuss the principles and characteristics of qualitative research 4.Discuss each characteristic of qualitative research **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions	**Material:** Definition and paradigm of qualitative research; Principles and characteristics of qualitative research; Each characteristic of qualitative research **Bibliography:** *Cohen, Luois, Marrison, Keith, & Manion, Lawrence. 2007. Research Methods in Education Sixth Edition. United Kingdom: Routledge.*	5%

10	Explains the types and processes of research using a qualitative approach	1. Explaining the types in a qualitative approach 2. Explain the steps in qualitative research 3. Create observation and interview guidelines	**Criteria:** 1. Assessment rubric 2. Discuss the types in a qualitative approach 3. Discuss the steps in qualitative research 4. Discuss creating observation and interview guidelines **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions	**Material:** Types in qualitative approaches; Steps in qualitative research; Creating observation and interview guidelines **References:** *Moleong, Lexy J. (2017). Qualitative Research Methodology (Revised Edition).*	5%
11	Explain quantitative research methods	Explain quantitative data analysis	**Criteria:** 1. Assessment rubric 2. Analyze quantitative data **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, case studies, discussions 3 X 50		**Material:** Quantitative data analysis **Library:** *Emzir. (2015). Quantitative Qualitative Education Research Methodology.*	5%
12	Explain quantitative research methods	Explain the differences between qualitative and quantitative research	**Criteria:** 1. Assessment rubric 2. Discuss the differences between qualitative and quantitative research studies **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, case studies, discussions 3 X 50	Lectures, case studies, discussions	**Material:** Differences between qualitative and quantitative research **Reader:** *Sugiyono. 2019. Quantitative, Qualitative and R&D Research Methods. Bandung: Alphabeta.*	5%
13	Able to explain the stages, format and substance of a research proposal	1. Explain the stages of making a research proposal 2. Explain the format and substance of a research proposal	**Criteria:** 1. Assessment rubric 2. Discuss the stages of making a research proposal 3. Discuss the format and substance of a research proposal **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, case studies, discussions 3 X 50		**Material:** Stages of making a research proposal; Format and substance in research proposals **Bibliography:** *Cohen, Luois, Marrison, Keith, & Manion, Lawrence. 2007. Research Methods in Education Sixth Edition. United Kingdom: Routledge.*	5%
14	Able to explain the stages, format and substance of a research proposal	Create a research proposal	**Criteria:** 1. Assessment rubric 2. Practice making research proposals **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, project based learning 3 X 50	Lectures, project based learning	**Material:** Making a research proposal **References:** *Aqib, Zainal, & Rasidi, Mohammad Hasan. (2018). Educational Research Methodology.*	5%

15	Able to understand and explain presentation techniques and preparation of presentation materials	1. Explain presentation techniques 2. Create a sample presentation	**Criteria:** 1. Assessment rubric 2. Discuss presentation techniques 3. Practice making presentation examples **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, case studies, discussions, project based learning 3 X 50	Lectures, case studies, discussions, project based learning	**Material:** Presentation techniques; Make an example presentation **Reader:** *Aqib, Zainal, & Rasidi, Mohammad Hasan. (2018). Educational Research Methodology.*	5%
16	UAS	UAS	**Criteria:** UAS **Form of Assessment** : Project Results Assessment / Product Assessment	UAS 3 X 50	UAS	**Material:** - **Library:**	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	45%
2.	Project Results Assessment / Product Assessment	55%
		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.