



**Universitas Negeri Surabaya
Faculty of Educational Sciences
Bachelor of Education Management Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																								
Research Methodology	8620404083		T=4	P=0	ECTS=6.36	6	July 18, 2024																																								
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																									
			Syunu Trihantoyo, 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)																																														
	PLO-PO Matrix																																														
		P.O																																													
	PO Matrix at the end of each learning stage (Sub-PO)																																														
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="15">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>															P.O	Week															1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Short Course Description	This Educational Research Methodology course aims to equip students with knowledge, understanding and application of various research methods in the context of preparing their final assignments. This course is a pre-requirement and is mandatory for all students, whether taking the thesis route. In the lecture various types of research are discussed, the steps of scientific research starting from determining the topic, identifying the problem, reviewing the literature, determining the focus of the problem, determining variables, design and methods, data collection techniques, analysis and drawing conclusions.																																														
References	Main :																																														
	<ol style="list-style-type: none"> 1. Bogdan, R.C dan Biklen, S.K.1982. Qualitative Research for Education: An Introduction to Theory and Methods. London: Allyn and Bacon, Inc. 2. Creswell, J. W. 1998. Research Design: Qualitative and Quantitative Approaches. Thousand Oaks : SAGE Publications. 3. Lofland, J. dan Lyn, L. 1984. Analyzing Social Setting: A Guide to Qualitive Observation and Analysis . (2nd Edtion). Belmont, CA: Wadsworth. 4. Mantja, W. 2005. Etnografi: Desain Penelitian Kualitatif dan Manajemen Pendidikan. Malang: Wineka Media. 5. Miles, M.B dan Huberman, A.M & Saldana, J. 2014. Qualitative Data Analysis : A Method Sourcebook . Washington DC: SAGE Publication. Inc. 6. Siregar, S. 2012. Metode Penelitian Kuantitatif . Jakarta: Kencana. 7. Spradley, J.P. 1997. The Etnographic Interview . Terjemahan Misbah Zulfa Elizabet. Yogyakarta: Tiara Wacana. 8. Sugiyono. 2015. Statistik Noparametris untuk Penelitian. Bandung: Alfabeta. 9. Sugiyono. 2012. Metode Penelitian Pendidikan: Pendekatan Kuantitatif, kualitatif, dan R&D. Bandung: Alfabeta. 10. Suryana, Y. 2014. Metode Penelitian Manajemen Pendidikan. Bandung: Pustaka Setia. 11. Ulfatin, N. 2014. Metode Penelitian Kualitatif di Bidang Pendidikan: teori dan Aplikasinya. Malang: Bayu Media Publisng. 12. Wiyono, B. B. 2006. Metodologi Penelitian (Pendekatan Kuantitatif, Kualitatif, dan Action research). Malang: Fakultas Ilmu Pendidikan Universitas Negeri Malang. 13. Yin, R.K. 1987. Case Study Research: Design and Methods . Beverly Hills, Chicago :Sage Publication, Inc 14. Referensi lain yang relevan. 																																														
	Supporters:																																														
Supporting lecturer	Dr. Nunuk Hariyati, S.Pd., M.Pd. Aditya Chandra Setiawan, 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	Students know the objectives of the Research Methodology lecture. Students know the competencies that must be achieved in the Research Methodology lecture. Students make a lecture contract which is agreed with the lecturer. Students know the references that are relevant to the lecture.	<ol style="list-style-type: none"> 1.Students can understand the study of lecture material which must be mastered well. 2.Students know the things that are agreed upon for the smooth running of lectures. 3.Students identify relevant sources or references. 	Criteria: -	Lectures and questions and answers 4 X 50			0%
2	Students are able to make inferences on research methodology concepts, especially those related to scientific thinking patterns. Students understand the scope and area of research in the field of Educational Management.	<ol style="list-style-type: none"> 1.Students are able to differentiate between scientific and non-scientific thinking patterns rationally. 2.Students know the nature of science, the aims and functions of research comprehensively. 3.Students are able to explain the importance of research in various aspects rationally and comprehensively. 4.Students are able to explain the flow and steps in conducting research systematically and systemically. 5.Students are able to illustrate the scope of research substance in Educational Management in a comprehensive manner. 	Criteria: Attached	Lecture, question and answer and discussion methods. 4 X 50			0%

3	Students know the types of research in terms of several aspects.	<ol style="list-style-type: none"> 1. Students are able to differentiate between types of research in terms of objectives, approaches, designs and procedures clearly. 2. Students are able to identify types of research in terms of comprehensive objectives, approaches, designs and procedures. 3. Students are able to provide examples of each type of research appropriately. 	Criteria: Attached	Lectures and case studies 4 X 50			0%
4	Students know the types of research in terms of several aspects.	<ol style="list-style-type: none"> 1. Students are able to differentiate between types of research in terms of objectives, approaches, designs and procedures clearly. 2. Students are able to identify types of research in terms of comprehensive objectives, approaches, designs and procedures. 3. Students are able to provide examples of each type of research appropriately. 	Criteria: Attached	Lectures and case studies 4 X 50			0%
5	Students are able to make inferences about qualitative research methods, both conceptually and contextually. Students are able to prepare research designs using a qualitative approach.	<ol style="list-style-type: none"> 1. Students are able to clearly differentiate between quantitative and qualitative research paradigms. 2. Students master the nature of qualitative research and its characteristics in depth and comprehensively. 3. Students understand the steps or procedures in conducting research using a systematic and systemic qualitative approach. 	Criteria: Attached	Lecture methods, question and answer and direct online teaching if needed. 4 X 50			0%

6	<p>Students understand research design in qualitative research. Students understand data collection techniques, coding, recording and data analysis in qualitative research.</p>	<ol style="list-style-type: none"> 1. Students understand the reasons for choosing a particular research design in qualitative research rationally 2. Students understand operational data collection techniques in qualitative research 3. Students understand coding in qualitative research operationally. 4. Students understand data recording in qualitative research operationally. 5. Students understand data analysis in qualitative research operationally. 	<p>Criteria: Attached</p>	<p>Lecture methods, question and answer and direct online teaching if needed. 4 X 50</p>			0%
7	<p>Students understand the Grounded Theory Approach. Students understand strategies for writing qualitative research reports.</p>	<ol style="list-style-type: none"> 1. Students are able to clearly identify the characteristics of the Grounded Theory Approach. 2. Students understand the formulation of Grounded Theory Approach research problems comprehensively. 3. Students understand the use of previous theories to sharpen research objects, identify types of data and categories that may be found in systemic research. 4. Students understand the process of data collection and theoretical sampling systematically and systemically. 5. Students understand the systematics of preparing qualitative research reports systematically and systemically. 	<p>Criteria: Attached</p>	<p>Lecture methods, question and answer and direct online teaching if needed. 4 X 50</p>			0%

8	Students are able to prepare research proposals using a qualitative approach.	<ol style="list-style-type: none"> 1. Students are able to organize the background (research context) systematically and rationally. 2. Students are able to formulate the appropriate research focus. 3. Students are able to formulate the benefits of research, both theoretically and practically. 4. Students are able to formulate definitions of terms according to the topic and research focus clearly and precisely. 5. Students are able to identify and review relevant previous research holistically. 6. Students are able to review relevant library sources to use as references in research that will be carried out comprehensively. 7. Students are able to develop research methods systematically and operationally. 8. Students are able to identify and compile the attachments needed in a complete research proposal. 	Criteria: Attached	Practice Preparing a 4 X 50 Research Proposal			0%
9	Students are able to make inferences about research processes, problems, variables and quantitative research paradigms	<ol style="list-style-type: none"> 1. Students understand the quantitative research process systematically and systemically. 2. Students are able to identify problems that can be used as a rational basis for quantitative research. 3. Students are able to determine research variables correctly. 	Criteria: Attached	Lecture methods, question and answer and direct online teaching if needed. 4 X 50			0%

10	Students are able to explain various types of grouping and data measurement scales for research. Students know various data collection methods. Students are able to determine the type of sampling that will be used in research.	<ol style="list-style-type: none"> 1. Students are able to explain various types of grouping and data measurement scales for research clearly. 2. Students know various comprehensive data collection methods. 3. Students are able to determine the type of sampling that will be used in research appropriately. 	Criteria: Attached	Lecture methods, question and answer and direct online teaching if needed. 4 X 50		0%
11	Students are able to formulate and explain research hypotheses and form hypotheses in the research context. Students are able to formulate research assumptions.	<ol style="list-style-type: none"> 1. Students master the concepts and types of hypotheses comprehensively. 2. Students know how to formulate and test hypotheses systematically and systemically. 3. Students know and are able to explain the forms of hypotheses and their meanings clearly and precisely. 	Criteria: Attached	Lecture methods, question and answer and direct online teaching if needed. 4 X 50		0%
12	Students are able to apply instrument tests to test the validity of instruments and the reliability of the instruments that will be used in research. Students are able to determine the methods used to test research instruments based on the type of data.	<ol style="list-style-type: none"> 1. Students are able to apply instrument tests to test the validity of instruments and the reliability of instruments that will be used in research appropriately. 2. Students are able to determine the method used to test research instruments based on the exact type of data. 	Criteria: Attached	Lecture methods, question and answer and direct online teaching if needed. 4 X 50		0%
13	Students are able to process research data. Students are able to determine the type of statistical test used to analyze research data.	<ol style="list-style-type: none"> 1. Students are able to process data, starting from the field (raw data) starting from editing, coding and tabulating to interpreting data in various image forms correctly. 2. Students are able to determine the type of statistical test used to analyze research data appropriately and rationally. 	Criteria: Attached	Lecture methods, question and answer and direct online teaching if needed. 4 X 50		0%

14	Students are able to process research data. Students are able to determine the type of statistical test used to analyze research data.	<ol style="list-style-type: none"> 1. Students are able to process data, starting from the field (raw data) starting from editing, coding and tabulating to interpreting data in various image forms correctly. 2. Students are able to determine the type of statistical test used to analyze research data appropriately and rationally. 	Criteria: Attached	Lecture methods, question and answer and direct online teaching if needed. 4 X 50		0%
15	Students understand the systematics of preparing quantitative research proposals and reports. Students are able to prepare research proposals using a quantitative approach	<ol style="list-style-type: none"> 1. Students understand the systematics of preparing quantitative research proposals and reports systematically and systemically 2. Students are able to prepare research proposals with a comprehensive quantitative approach. 	Criteria: Attached	Lecture, question and answer and assignment methods. 4 X 50		0%

16	Students are able to prepare research proposals using a quantitative approach.	<ol style="list-style-type: none"> 1. Students are able to organize background systematically and rationally. 2. Students are able to formulate research problems accurately. 3. Students are able to formulate the uses of research, both theoretically and practically. 4. Students are able to formulate operational definitions according to research variables clearly and precisely. 5. Students are able to identify and review relevant previous research holistically. 6. Students are able to review relevant library sources to use as references in research that will be carried out comprehensively. 7. Students are able to develop quantitative research methods that are used systematically and operationally. 8. Students are able to identify and compile a grid of instruments needed in a complete research proposal. 	Criteria: Attached	Practice Preparing a 4 X 50 Research Proposal			0%
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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** 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.