



**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 methods	8620403151	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	May 30, 2023
AUTHORIZATION	SP Developer	Course Cluster Coordinator			Study Program Coordinator		
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Learning model	<b>Project Based Learning</b>
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**PLO study program that is charged to the course**

Program Learning Outcomes (PLO)	
<b>PLO-3</b>	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
<b>PLO-7</b>	Able to practice the field of educational management competency to solve problems in the field of educational management based on the results of information and data analysis
<b>PLO-8</b>	Able to apply and utilize research in the field of education management independently or in groups to provide alternative solutions to problems in the field of education management
<b>PLO-9</b>	Able to utilize technology and information in problem solving efforts according to area of expertise

**Program Objectives (PO)**

<b>PO - 1</b>	Utilizing learning resources and information technology in applying research methodology in the field of educational management and solving problems related to research methodology both theoretically and practically and being able to adapt to the situations faced.
<b>PO - 2</b>	Master theoretical concepts regarding research methodology, both qualitative research and quantitative research, in depth and be able to formulate procedural problem solving
<b>PO - 3</b>	Able to make the right decisions based on analysis of information, data, facts and evidence in the field and able to provide guidance in choosing various alternative solutions independently and in groups related to qualitative and quantitative research.
<b>PO - 4</b>	Responsible for self-learning performance, agreement with group colleagues in understanding the basic concepts of qualitative and quantitative research both theoretically and practically and able to apply qualitative and quantitative research in the field of educational management which is realized in research proposals.
<b>PO - 5</b>	Utilize learning resources and information technology in applying analytical and problem solving skills based on the concepts of information systems, entrepreneurship and the substance of educational management. Master the theory/concept of research methods in depth and be able to apply them according to needs in the field of education. Make the right decisions based on organizing, analyzing and processing data, and being able to provide guidance in choosing various alternative solutions independently and in groups. Responsible for self-learning performance, agreement with group colleagues by implementing

**PLO-PO Matrix**

P.O	PLO-3	PLO-7	PLO-8	PLO-9
PO-1				✓
PO-2	✓			
PO-3	✓	✓		
PO-4			✓	✓
PO-5				✓

**PO Matrix at the end of each learning stage (Sub-PO)**

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	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											✓	✓					
PO-5														✓	✓	✓	

  

<b>Short Course Description</b>	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-requisite 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.						
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Bogdan, R.C dan Biklen, S.K.1982. Qualitative Research for Education: An Introduction to Theory and Methods . London: Allyn and Bacon, Inc.</li> <li>2. Creswell, J. W. 1998. Research Design: Qualitative and Quantitative Approaches. Thousand Oaks : SAGE Publications.</li> <li>3. Lofland, J. dan Lyn, L. 1984. Analyzing Social Setting: A Guide to Qualitive Observation and Analysis (2nd Edtion). Belmont, CA: Wadsworth.</li> <li>4. Mantja, W. 2005. Etnografi: Desain Penelitian Kualitatif dan Manajemen Pendidikan. Malang: Wineka Media.</li> <li>5. Miles, M.B dan Huberman, A.M &amp; Saldana, J. 2014. Qualitative Data Analysis: A Method Sourcebook. Washington DC: SAGE Publication. Inc.</li> <li>6. Siregar, S. 2012. Metode Penelitian Kuantitatif . Jakarta: Kencana.</li> <li>7. Spradley, J.P. 1997. The Etnographic Interview . Terjemahan Misbah Zulfa Elizabet. Yogyakarta: Tiara Wacana.</li> <li>8. Sugiyono. 2015. Statistik Noparametris untuk Penelitian. Bandung: Alfabeta.</li> <li>9. Sugiyono. 2012. Metode Penelitian Pendidikan: Pendekatan Kuantitatif, kualitatif, dan R&amp;D. Bandung: Alfabeta.</li> <li>10. Suryana, Y. 2014. Metode Penelitian Manajemen Pendidikan. Bandung: Pustaka Setia.</li> <li>11. Ulfatin, N. 2014. Metode Penelitian Kualitatif di Bidang Pendidikan: teori dan Aplikasinya. Malang: Bayu Media Publising.</li> <li>12. Wiyono, B. B. 2006. Metodologi Penelitian (Pendekatan Kuantitatif, Kualitatif, dan Action research ). Malang: Fakultas Ilmu Pendidikan Universitas Negeri Malang.</li> <li>13. Yin, R.K. 1987. Case Study Research: Design and Methods . Beverly Hills, Chicago :Sage Publication, Inc</li> </ol> <p><b>Supporters:</b></p> <ol style="list-style-type: none"> <li>1. Miles, M.B dan Huberman, A.M &amp; Saldana, J. 2014. Qualitative Data Analysis: A Method Sourcebook. Washington DC: SAGE Publication Inc.</li> <li>2. Suryana, Y. 2014. Metode Penelitian Manajemen Pendidikan. Bandung: Pustaka Setia.</li> <li>3. Ulfatin, N. 2014. Metode Penelitian Kualitatif di Bidang Pendidikan: teori dan Aplikasinya. Malang: Bayu Media Publising.</li> </ol>						
<b>Supporting lecturer</b>	Dr. Karwanto, S.Ag., M.Pd. Dr. Nuphanudin, S.IP., M.Pd. Ainur Rifqi, 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 lecture contract and RPS	Students understand the lecture contract and RPS	<p><b>Criteria:</b> Individual activity and participation in the learning process and assignments</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures 3 X 50		<p><b>Material:</b> Material 1</p> <p><b>References:</b> Siregar, S. 2012. Quantitative Research Methods. Jakarta: Kencana.</p>	5%

2	<p>1. Students are able to make inferences on research methodology concepts, especially those related to scientific thinking patterns.</p> <p>2. Students understand the scope and research areas in the field of Educational Management.</p>	<p>1. Students are able to differentiate between scientific and non-scientific thinking patterns rationally.</p> <p>2. Students know the nature of science, the aims and functions of research comprehensively.</p> <p>3. Students are able to explain the importance of research in various aspects rationally and comprehensively.</p> <p>4. Students are able to explain the flow and steps in conducting research systematically and systemically.</p> <p>5. Students are able to illustrate the scope of research substance in Educational Management in a comprehensive manner.</p>	<p><b>Criteria:</b> Individual activity and participation in the learning process and assignments</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lecture, question and answer and discussion methods. 3 X 50</p>		<p><b>Material:</b> Material 2 <b>Reference:</b> <i>Sugiyono. 2012. Educational Research Methods: Quantitative, Qualitative and R&amp;D Approaches. Bandung: Alfabeta.</i></p>	5%
3	<p>Students know the types of research in terms of several aspects.</p>	<p>1. Students are able to clearly distinguish between types of research in terms of objectives, approaches, designs and procedures. 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.</p>	<p><b>Criteria:</b> Individual activity and participation in the learning process and assignments</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lectures and case studies 3 X 50</p>		<p><b>Material:</b> Material 3 <b>References:</b> <i>Miles, MB and Huberman, AM &amp; Saldana, J. 2014. Qualitative Data Analysis: A Method Sourcebook. Washington DC: SAGE Publications. Inc.</i></p>	5%
4	<p>1. Students are able to make inferences about qualitative research methods, both conceptually and contextually.</p> <p>2. Students are able to prepare research designs using a qualitative approach.</p>	<p>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.</p>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lecture methods, question and answer and direct online teaching if needed. 3 X 50</p>		<p><b>Material:</b> material 4 <b>References:</b> <i>Mantja, W. 2005. Ethnography: Qualitative Research Design and Educational Management. Malang: Wineka Media.</i></p>	5%

5	<p>1. Students understand research design in qualitative research.</p> <p>2. Students understand data collection, coding, recording and data analysis techniques in qualitative research.</p>	<p>1. Students understand the reasons for choosing a particular research design in qualitative research rationally 2. Students understand data collection techniques in qualitative research operationally 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>	<p><b>Criteria:</b> Individual activity and participation in the learning process and assignments</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Lecture methods, question and answer and direct online teaching if needed. 3 X 50</p>		<p><b>Material:</b> material 5 <b>Reference:</b> <i>Suryana, Y. 2014. Educational Management Research Methods. Bandung: Pustaka Setia.</i></p>	5%
6	<p>1. Students understand research design in qualitative research. 2. Students understand data collection, coding, recording and data analysis techniques in qualitative research.</p>	<p>1. Students understand the reasons for choosing a particular research design in qualitative research rationally 2. Students understand data collection techniques in qualitative research operationally 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>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Lecture methods, question and answer and direct online teaching if needed. 3 X 50</p>		<p><b>Material:</b> material 6 <b>References:</b> <i>Miles, MB and Huberman, AM &amp; Saldana, J. 2014. Qualitative Data Analysis: A Method Sourcebook. Washington DC: SAGE Publications. Inc.</i></p>	5%
7	<p>1. Students understand the Grounded Theory Approach. 2. Students understand strategies for writing qualitative research reports.</p>	<p>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>	<p><b>Criteria:</b> Individual activity and participation in the learning process and assignments</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Lecture methods, question and answer and direct online teaching if needed. 3 X 50</p>		<p><b>Material:</b> material 7 <b>References:</b> <i>Ulfatin, N. 2014. Qualitative Research Methods in Education: Theory and Applications. Malang: Bayu Media Publishing.</i></p>	5%

8	Students are able to prepare research proposals using a qualitative approach.	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 examine relevant previous research holistically. 6. Students are able to review relevant library sources to be used 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.	<b>Criteria:</b> -  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Practice Preparing a 3 X 50 Research Proposal		<b>Material:</b> Material 1-7 <b>References:</b> Miles, MB and Huberman, AM & Saldana, J. 2014. <i>Qualitative Data Analysis: A Method Sourcebook</i> . Washington DC: SAGE Publications. Inc.	15%
9	Students are able to make inferences about research processes, problems, variables and quantitative research paradigms	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.	<b>Criteria:</b> Individual activity and participation in the learning process and assignments  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lecture methods, question and answer and direct online teaching if needed. 3 X 50		<b>Material:</b> material 9 <b>References:</b> Siregar, S. 2012. <i>Quantitative Research Methods</i> . Jakarta: Kencana.	5%
10	1. Students are able to explain various types of grouping and data measurement scales for research. 2. Students know various data collection methods. 3. Students are able to determine the type of sampling that will be used in research.	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.	<b>Criteria:</b> Individual activity and participation in the learning process and assignments  <b>Form of Assessment :</b> Practice / Performance	Lecture methods, question and answer and direct online teaching if needed. 3 X 50		<b>Material:</b> Material 10 <b>References:</b> Siregar, S. 2012. <i>Quantitative Research Methods</i> . Jakarta: Kencana.	5%
11	1. Students are able to formulate and explain research hypotheses and form hypotheses in a research context. 2. Students are able to formulate research assumptions.	1. Students master the concept 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.	<b>Criteria:</b> Individual activity and participation in the learning process and assignments  <b>Form of Assessment :</b> Practice / Performance	Lecture methods, question and answer and direct online teaching if needed. 3 X 50		<b>Material:</b> material 11 <b>Reference:</b> Sugiyono. 2012. <i>Educational Research Methods: Quantitative, Qualitative and R&amp;D Approaches</i> . Bandung: Alfabeta.	5%

12	1. Students are able to apply instrument tests to test the validity of the instruments and the reliability of the instruments that will be used in research. 2. Students are able to determine the method used to test research instruments based on the type of data.	1. 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 appropriately. 2. Students are able to determine the method used to test research instruments based on the correct type of data.	<b>Criteria:</b> Individual activity and participation in the learning process and assignments  <b>Form of Assessment :</b> Practice / Performance	Lecture methods, question and answer and direct online teaching if needed. 3 X 50		<b>Material:</b> material 12 <b>References:</b> <i>Siregar, S. 2012. Quantitative Research Methods. Jakarta: Kencana.</i>	5%
13	1. Students are able to process research data. 2. Students are able to determine the type of statistical test used to analyze research data.	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.	<b>Criteria:</b> Individual activity and participation in the learning process and assignments  <b>Form of Assessment :</b> Practice / Performance	Lecture methods, question and answer and direct online teaching if needed. 3 X 50		<b>Material:</b> material 13 <b>References:</b> <i>Miles, MB and Huberman, AM &amp; Saldana, J. 2014. Qualitative Data Analysis: A Method Sourcebook. Washington DC: SAGE Publications Inc.</i>	5%
14	1. Students are able to process research data. 2. Students are able to determine the type of statistical test used to analyze research data.	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.	<b>Criteria:</b> Individual activity and participation in the learning process and assignments  <b>Form of Assessment :</b> Practice / Performance	Lecture methods, question and answer and direct online teaching if needed. 3 X 50		<b>Material:</b> material 14 <b>References:</b> <i>Miles, MB and Huberman, AM &amp; Saldana, J. 2014. Qualitative Data Analysis: A Method Sourcebook. Washington DC: SAGE Publications Inc.</i>	5%
15	1. Students understand the systematics of preparing proposals and quantitative research reports. 2. Students are able to prepare research proposals using a quantitative approach	1. Students understand the systematics of preparing quantitative research proposals and reports systematically and systemically. 2. Students are able to prepare research proposals using a comprehensive quantitative approach.	<b>Criteria:</b> Individual activity and participation in the learning process and assignments  <b>Form of Assessment :</b> Practice / Performance	Lecture, question and answer and assignment methods. 3 X 50		<b>Material:</b> material 15 <b>References:</b> <i>Suryana, Y. 2014. Educational Management Research Methods. Bandung: Pustaka Setia.</i>	5%
16	Final Assignment Submission	Final Semester Exam Results	<b>Criteria:</b> Final Semester Exam Results  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Offline Product Collection 2 x 50		<b>Material:</b> material 1-16 <b>References:</b> <i>Suryana, Y. 2014. Educational Management Research Methods. Bandung: Pustaka Setia.</i>	15%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Practice / Performance	30%
		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.