



**Universitas Negeri Surabaya
Faculty of Education,
Educational Technology Undergraduate Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Research methodology	8620303186	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	January 25, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr.Fajar Arianto, M.Pd		Prof. Dr. Rusijono, M.Pd.			Dr. Utari Dewi, S.Sn., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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	Program Objectives (PO)
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PO - 1	Able to demonstrate a scientific, critical and innovative attitude in learning educational technology science in a professional and responsible manner.
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PO - 2	Able to apply the educational technology knowledge needed to carry out duties as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher
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PO - 3	Able to design and carry out research independently or in groups to provide alternative solutions to problems in the field of educational technology
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PO - 4	Able to produce outcomes in the form of high performance and commitment as a duty as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher
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	PLO-PO Matrix
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4
P.O						
PO-1						
PO-2						
PO-3						
PO-4						

	PO Matrix at the end of each learning stage (Sub-PO)
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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																
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PO-3																																																																																																						
PO-4																																																																																																						

Short Course Description	This course examines the basic concepts and abilities to carry out qualitative and quantitative research in accordance with educational research steps and procedures including: formulation, hypothesis, research variables, research design, sampling techniques, data collection methods, instrument development, data analysis, interpretation of research results , drawing conclusions and preparing proposals and research reports.
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References	<p>Main :</p> <ol style="list-style-type: none"> Sugiyono. (2019). Metode Penelitian Pendidikan. Alfabeta, Bandung (BW 1) Sudaryono. (2018). Metodologi Penelitian. Jakarta: PT RajaGrafindo Persada (BW 2) W. Gulo. (2002). Metodologi Penelitian. Jakarta: Gramedia Widiasarana Indonesia. (BW 3) Saifuddin Azwar. (2013). Metode Penelitian. Yogyakarta: Pustaka Pelajar Yogyakarta. (BW 5) L.R. Gay, Geoffrey E. Mills; Peter Airasian (2012) Educational research : competencies for analysis and applications. Pearson Merrill Prentice Hall: New Jersey
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	Supporters:						
Supporting lecturer	Prof. Dr. Rusijono, M.Pd. Dr. Hari Sugiharto Setyaedhi, M.Si. Dr. Fajar Arianto, 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	Basic understanding and basic concepts of research	1.summarize the basic concepts of scientific methods in research 2.apply the stages of the scientific method in research 3.distinguish deductive and inductive approaches in the scientific method	Criteria: 1.Accuracy in the basic concepts of scientific methods in research 2.accuracy in applying the stages of the scientific method in research 3.the accuracy of distinguishing deductive and inductive approaches in the scientific method Form of Assessment : Participatory Activities	guided inquiry 3 X 50		Material: Basics and basic concepts of research Reader: Sugiyono. (2019). <i>Educational Research Methods</i> . Alfabeta, Bandung (BW 1) Material: basic research concepts References: LR Gay, Geoffrey E. Mills; Peter Airasian (2012) <i>Educational research: competencies for analysis and applications</i> . Pearson Merrill Prentice Hall: New Jersey	5%

2	Selection and defining research topics	<ol style="list-style-type: none"> 1. Determining problems in research 2. Determine the solution to the research problem 3. determining variables in educational research 4. determine the rationality of the relationship between research variables 5. determine the formulation of the research problem based on the background of the problem 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy in determining problems in research 2. Accuracy in determining research problem solving 3. Accuracy of determining variables in educational research 4. Accuracy in determining the rationality of the relationship between research variables 5. The accuracy of determining the research problem formulation based on the background of the problem <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Problem Based Learning 3 X 50		<p>Material: Problem Formulation Reader: <i>Sugiyono. (2019). Educational Research Methods. Alfabeta, Bandung (BW 1)</i></p> <hr/> <p>Material: Problem Formulation Reader: <i>Saifuddin Azwar. (2013). Research methods. Yogyakarta: Yogyakarta Student Library. (BW 5)</i></p> <hr/> <p>Material: Research variables References: <i>LR Gay, Geoffrey E. Mills; Peter Airasian (2012) Educational research: competencies for analysis and applications. Pearson Merrill Prentice Hall: New Jersey</i></p>	5%
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3	· Formulate research problems	Formulation of research problems from students	<p>Criteria: Accuracy of students' formulation of research problems</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Direct/online learning using presentation methods, giving examples, questions and answers and individual assignments in a structured and independent manner. 3 X 50		<p>Material: Problem Formulation Reader: <i>Sugiyono. (2019). Educational Research Methods. Alfabeta, Bandung (BW 1)</i></p> <hr/> <p>Material: Problem Formulation Reader: <i>Saifuddin Azwar. (2013). Research methods. Yogyakarta: Yogyakarta Student Library. (BW 5)</i></p> <hr/> <p>Material: formulating the problem References: <i>LR Gay, Geoffrey E. Mills; Peter Airasian (2012) Educational research: competencies for analysis and applications. Pearson Merrill Prentice Hall: New Jersey</i></p>	5%
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4	able to review literature appropriate to the problem	<p>1.able to identify primary and secondary literature</p> <p>2.able to determine the main points from the source that are appropriate to the research variables</p> <p>3.able to develop a theoretical study framework based on primary and secondary literature</p>	<p>Criteria:</p> <p>1.Accuracy of identifying primary and secondary literature</p> <p>2.able to determine the main points from the source that correspond to the research variables correctly</p> <p>3.able to develop a theoretical study framework based on the latest primary and secondary literature</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	discovery learning 3 X 50		<p>Material: Aims and benefits of research Reader: <i>Sugiyono. (2019). Educational Research Methods. Alfabeta, Bandung (BW 1)</i></p> <hr/> <p>Material: Aims and benefits of research Reader: <i>Sudaryono. (2018). Research methodology. Jakarta: PT RajaGrafindo Persada (BW 2)</i></p> <hr/> <p>Material: review literature Bibliography: <i>LR Gay, Geoffrey E. Mills; Peter Airasian (2012) Educational research: competencies for analysis and applications. Pearson Merrill Prentice Hall: New Jersey</i></p>	10%
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5	able to review literature appropriate to the problem	<p>1.able to identify primary and secondary literature</p> <p>2.able to determine the main points from the source that are appropriate to the research variables</p> <p>3.able to develop a theoretical study framework based on primary and secondary literature</p>	<p>Criteria:</p> <p>1.Accuracy of identifying primary and secondary literature</p> <p>2.able to determine the main points from the source that correspond to the research variables correctly</p> <p>3.able to develop a theoretical study framework based on the latest primary and secondary literature</p> <p>Form of Assessment : Portfolio Assessment</p>	discovery learning 3 X 50		<p>Material: Aims and benefits of research Reader: <i>Sugiyono. (2019). Educational Research Methods. Alfabeta, Bandung (BW 1)</i></p> <hr/> <p>Material: Aims and benefits of research Reader: <i>Sudaryono. (2018). Research methodology. Jakarta: PT RajaGrafindo Persada (BW 2)</i></p> <hr/> <p>Material: review literature Bibliography: <i>LR Gay, Geoffrey E. Mills; Peter Airasian (2012) Educational research: competencies for analysis and applications. Pearson Merrill Prentice Hall: New Jersey</i></p>	0%
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6	able to determine research hypotheses	<ol style="list-style-type: none"> 1.able to determine quantitative research variables 2.able to determine qualitative research variables 3.able to formulate research hypotheses based on the type of research 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.able to determine quantitative research variables correctly 2.able to determine qualitative research variables correctly 3.able to formulate research hypotheses based on the type of research correctly <p>Form of Assessment : Portfolio Assessment</p>	inquiry learning 3 X 50		<p>Material: Aims and benefits of research Reader: Sugiyono. (2019). <i>Educational Research Methods</i>. Alfabeta, Bandung (BW 1)</p> <hr/> <p>Material: Aims and benefits of research Reader: Sudaryono. (2018). <i>Research methodology</i>. Jakarta: PT RajaGrafindo Persada (BW 2)</p> <hr/> <p>Material: review literature Bibliography: LR Gay, Geoffrey E. Mills; Peter Airasian (2012) <i>Educational research: competencies for analysis and applications</i>. Pearson Merrill Prentice Hall: New Jersey</p>	5%
7	able to formulate research plans	<ol style="list-style-type: none"> 1.able to determine research problems 2.able to prepare a research proposal framework 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.accuracy in determining research problems based on scientific studies 2.able to prepare a research proposal framework in accordance with research guidelines <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning 3 X 50		<p>Material: Research design formulation Reader: Sugiyono. (2019). <i>Educational Research Methods</i>. Alfabeta, Bandung (BW 1)</p> <hr/> <p>Material: Research design formulation Reader: Saifuddin Azwar. (2013). <i>Research methods</i>. Yogyakarta: Yogyakarta Student Library. (BW 5)</p> <hr/> <p>Material: research framework Reference: W. Gulo. (2002). <i>Research methodology</i>. Jakarta: Gramedia Widiasarana Indonesia. (BW 3)</p>	10%

8	UTS	Understanding of research design	Criteria:	3 X 50	- -		5%
9	<p>1.able to determine research instruments based on research variables</p> <p>2.able to develop research instruments that suit research variables</p> <p>3.able to assess the validity and reliability of research instruments</p>	<p>1.able to determine the type of research instrument that is appropriate to the research variables</p> <p>2.able to develop research instruments that suit research variables</p> <p>3.able to calculate the validity of research instruments according to their type</p> <p>4.able to determine the reliability of research instruments</p>	<p>Criteria:</p> <p>1.able to develop research instruments that suit research variables appropriately</p> <p>2.able to assess the validity of instruments that have been developed according to the type of validity</p> <p>3.able to determine the reliability of research instruments correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning 3 X 50		<p>Material: Research Approach Literature: <i>Sugiyono. (2019). Educational Research Methods. Alfabeta, Bandung (BW 1)</i></p> <hr/> <p>Material: Library Research Type : <i>Saifuddin Azwar. (2013). Research methods. Yogyakarta: Yogyakarta Student Library. (BW 5)</i></p> <hr/> <p>Material: research instruments Bibliography: <i>LR Gay, Geoffrey E. Mills; Peter Airasian (2012) Educational research: competencies for analysis and applications. Pearson Merrill Prentice Hall: New Jersey</i></p>	10%
10	<p>1.able to determine the type of research that suits the problem</p> <p>2.able to identify quantitative research methods</p> <p>3.able to identify qualitative research methods</p> <p>4.able to identify research and development methods</p>	able to determine the type of research that suits the problems, variables and research objectives	<p>Criteria: able to determine the type of research that suits the problems, variables and research objectives appropriately</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	inquiry learning 3 X 50		<p>Material: Research Approach Literature: <i>Sudaryono. (2018). Research methodology. Jakarta: PT RajaGrafindo Persada (BW 2)</i></p> <hr/> <p>Material: Types of Library Research: <i>W. Gulo. (2002). Research methodology. Jakarta: Gramedia Widiasarana Indonesia. (BW 3)</i></p>	5%

11	<p>1.able to determine the type of research that suits the problem</p> <p>2.able to identify quantitative research methods</p> <p>3.able to identify qualitative research methods</p> <p>4.able to identify research and development methods</p>	<p>able to determine the type of research that suits the problems, variables and research objectives</p>	<p>Criteria: able to determine the type of research that suits the problems, variables and research objectives appropriately</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>inquiry learning 3 X 50</p>		<p>Material: Research Approach Literature: <i>Sudaryono. (2018). Research methodology. Jakarta: PT RajaGrafindo Persada (BW 2)</i></p> <hr/> <p>Material: Types of Library Research: <i>W. Gulo. (2002). Research methodology. Jakarta: Gramedia Widiasarana Indonesia. (BW 3)</i></p>	5%
12	<p>1.able to determine the type of research that suits the problem</p> <p>2.able to identify quantitative research methods</p> <p>3.able to identify qualitative research methods</p> <p>4.able to identify research and development methods</p>	<p>able to determine the type of research that suits the problems, variables and research objectives</p>	<p>Criteria: able to determine the type of research that suits the problems, variables and research objectives appropriately</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>inquiry learning 3 X 50</p>		<p>Material: Research Approach Literature: <i>Sudaryono. (2018). Research methodology. Jakarta: PT RajaGrafindo Persada (BW 2)</i></p> <hr/> <p>Material: Types of Library Research: <i>W. Gulo. (2002). Research methodology. Jakarta: Gramedia Widiasarana Indonesia. (BW 3)</i></p>	5%

13	<p>1.able to develop research proposals that are appropriate to the type of research</p> <p>2.able to develop research proposals in accordance with the structure of scientific writing</p> <p>3.able to formulate research background</p> <p>4.able to formulate research objectives</p> <p>5.able to determine research hypotheses</p> <p>6.able to develop research theoretical studies based on primary and secondary sources</p> <p>7.able to determine research methods</p> <p>8.able to determine the research subject</p> <p>9.able to determine research instruments based on variables</p> <p>10.able to determine the type of validity of research instruments</p> <p>11.able to determine data analysis techniques</p>	able to develop research proposals that suit the type of research appropriately	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Accuracy of interpretation of data analysis results 2.able to formulate the research background accurately 3.able to determine the research hypothesis correctly 4.able to develop theoretical studies based on research variables with the latest primary and secondary literature 5.able to develop appropriate research methods <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning 3 X 50		<p>Material: Interpretation of data analysis results Reader: <i>Sugiyono. (2019). Educational Research Methods. Alfabeta, Bandung (BW 1)</i></p> <hr/> <p>Material: interpretation of data analysis results Reader: <i>Saifuddin Azwar. (2013). Research methods. Yogyakarta: Yogyakarta Student Library. (BW 5)</i></p>	35%
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14	<p>1.able to develop research proposals that are appropriate to the type of research</p> <p>2.able to develop research proposals in accordance with the structure of scientific writing</p> <p>3.able to formulate research background</p> <p>4.able to formulate research objectives</p> <p>5.able to determine research hypotheses</p> <p>6.able to develop research theoretical studies based on primary and secondary sources</p> <p>7.able to determine research methods</p> <p>8.able to determine the research subject</p> <p>9.able to determine research instruments based on variables</p> <p>10.able to determine the type of validity of research instruments</p> <p>11.able to determine data analysis techniques</p>	able to develop research proposals that suit the type of research appropriately	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Accuracy of interpretation of data analysis results 2.able to formulate the research background accurately 3.able to determine the research hypothesis correctly 4.able to develop theoretical studies based on research variables with the latest primary and secondary literature 5.able to develop appropriate research methods <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning 3 X 50		<p>Material: Interpretation of data analysis results Reader: <i>Sugiyono. (2019). Educational Research Methods. Alfabeta, Bandung (BW 1)</i></p> <hr/> <p>Material: interpretation of data analysis results Reader: <i>Saifuddin Azwar. (2013). Research methods. Yogyakarta: Yogyakarta Student Library. (BW 5)</i></p>	0%
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15	<p>1.able to develop research proposals that are appropriate to the type of research</p> <p>2.able to develop research proposals in accordance with the structure of scientific writing</p> <p>3.able to formulate research background</p> <p>4.able to formulate research objectives</p> <p>5.able to determine research hypotheses</p> <p>6.able to develop research theoretical studies based on primary and secondary sources</p> <p>7.able to determine research methods</p> <p>8.able to determine the research subject</p> <p>9.able to determine research instruments based on variables</p> <p>10.able to determine the type of validity of research instruments</p> <p>11.able to determine data analysis techniques</p>	able to develop research proposals that suit the type of research appropriately	<p>Criteria:</p> <p>1.Accuracy of interpretation of data analysis results</p> <p>2.able to formulate the research background accurately</p> <p>3.able to determine the research hypothesis correctly</p> <p>4.able to develop theoretical studies based on research variables with the latest primary and secondary literature</p> <p>5.able to develop appropriate research methods</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning 3 X 50		<p>Material: Interpretation of data analysis results Reader: <i>Sugiyono. (2019). Educational Research Methods. Alfabeta, Bandung (BW 1)</i></p> <p>Material: interpretation of data analysis results Reader: <i>Saifuddin Azwar. (2013). Research methods. Yogyakarta: Yogyakarta Student Library. (BW 5)</i></p>	0%
16	final exams	Understanding of research ethics	Criteria:	Project Based Learning 3 X 50	-		5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Project Results Assessment / Product Assessment	75%
3.	Portfolio Assessment	20%
		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** 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.