



Universitas Negeri Surabaya
Faculty of Education,
Undergraduate Study Program in Out-of-School Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																			
Research methodology	8620503098	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	5	August 10, 2023																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																				
	Prof. Dr. Yatim Riyanto, M.Pd. ; Monica Widyaswari, M.Pd		Prof. Dr. Yatim Riyanto, M.Pd.			Rivo Nugroho, S.Pd., M.Pd.																																																																																				
Learning model	Project Based Learning																																																																																									
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																									
	PLO-10	Able to communicate both in writing and orally in accordance with academic values, norms and ethics																																																																																								
	PLO-11	Able to utilize technology and information in solving problems in accordance with their field of expertise																																																																																								
	PLO-12	Able to demonstrate a responsible attitude and work together in accordance with professional norms and ethics																																																																																								
	Program Objectives (PO)																																																																																									
	PO - 1	Master research concepts and procedures so that you are able to design and carry out research in the field of Non-formal Education critically, creatively, cooperatively, communicatively, with information technology (IT) literacy, and with an integrative character.																																																																																								
	PO - 2	Have the skills to make decisions about the importance of mastering the latest educational research methodologies.																																																																																								
	PO - 3	Students have a positive attitude to participate in learning well																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-10</th> <th>PLO-11</th> <th colspan="4"></th> <th>PLO-12</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td> <td>✓</td> <td colspan="4"></td> <td></td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td></td> <td colspan="4"></td> <td>✓</td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table>						P.O	PLO-10	PLO-11					PLO-12	PO-1	✓	✓						PO-2	✓						✓	PO-3			✓				✓																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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> </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			✓													✓
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Short Course Description	This course discusses: (1) basic concepts of research methodology (paradigm, concept, preposition, theory, methodology, approach, research design and procedures, identification and formulation of research problems, research variables, theoretical studies, thought framework, research hypothesis, research questions, research population, sample and sampling techniques, research subjects and settings, research instruments, data collection techniques, data analysis techniques), (2) Types of research that are relevant in PLB (Experiment, SSR, Expost Facto, CAR, Phenomenology), (3) Preparation and dissemination thesis proposal along with research instruments, (4) preparation of the thesis and techniques for writing scientific articles in journals, (5) Techniques for submitting articles in international journals. The indicators for this course are that students are able to understand theory and have competence in applying methods in carrying out research, data collection techniques, data processing techniques, data analysis techniques, and conclusions.																																																																																									
References	Main :																																																																																									

1. Creswell, J.W. 2015. Research Design: Qualitative, quantitative, and mixed methods approaches. California: SAGE Publications.
2. Lexy J. Moeleong. 2018. Metodologi Penelitian Kualitatif. Bandung: PT. Remaja Rosdakarya.
3. Sudjana, Nana dan Ibrahim. 2012. Penelitian dan Penilaian Pendidikan. Bandung: Sinar Baru Algensindo.
4. Sugiyono. 2019. Metodologi Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D). Bandung: Alfabeta.

Supporters:

Supporting lecturer
 Prof. Dr. Maria Veronika Roesminingsih, M.Pd.
 Prof. Dr. Yatim Riyanto, M.Pd.
 Dr. Rofik Jalal Rosyanafi, M.Pd.
 Monica Widyaswari, 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	Understanding of the scope of lectures	1. Carrying out a learning contract 2. Identify needs 3.3. Understand the scope of the lecture	Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material Form of Assessment : Participatory Activities, Portfolio Assessment	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Material: Lecture orientation, learning strategies, identification of learning needs, scope of learning materials, and signing of learning contracts. References: <i>Creswell, JW 2015. Research Design: Qualitative, quantitative, and mixed methods approaches. California: SAGE Publications.</i> Material: understanding of research methods Reference: <i>Lexy J. Moeleong. 2018. Qualitative Research Methodology. Bandung: PT. Rosdakarya Teenager.</i>	3%

2	Understanding of research paradigms and maps of educational problems in Indonesia	1.Examining the nature of research to find the truth 2.Examining educational research paradigms	Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material Form of Assessment : Participatory Activities	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Material: Introduction: approaches to obtaining truth, the nature of research, various research paradigms, the contribution of research in educational development, and a map of educational problems in Indonesia. Reader: Sugiyono. 2019. <i>Educational Research Methodology (Quantitative, Qualitative and R&D Approaches)</i> . Bandung: Alfabeta.	3%
3	Understanding of educational research concepts and processes	1.Examining the concept of educational research 2.Examining the educational research process	Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material Form of Assessment : Participatory Activities	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Material: Concept, history, objectives, functions, scope, characteristics, components and process of educational research Reader: Sugiyono. 2019. <i>Educational Research Methodology (Quantitative, Qualitative and R&D Approaches)</i> . Bandung: Alfabeta.	4%
4	Understanding of the types of educational research	Able to classify types of research in education	Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Material: Types of educational research Reference: Creswell, JW 2015. <i>Research Design: Qualitative, quantitative, and mixed methods approaches</i> . California: SAGE Publications.	3%

5	Understanding of problems, variables and research hypotheses	1.Examining problems, research variables, framework 2.Proposing a hypothesis	Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material Form of Assessment : Portfolio Assessment	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Material: Problem, research variables, theoretical basis, framework, and hypothesis submission Reference: <i>Creswell, JW 2015. Research Design: Qualitative, quantitative, and mixed methods approaches. California: SAGE Publications.</i>	3%
6	Understanding the differences between qualitative and quantitative research	Analyze the concepts and differences between qualitative and quantitative research	Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material Form of Assessment : Participatory Activities	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Material: Qualitative Research (concepts and differences with quantitative) References: <i>Creswell, JW 2015. Research Design: Qualitative, quantitative, and mixed methods approaches. California: SAGE Publications.</i>	3%
7	Understanding of procedures in data collection	Review and carry out procedures in data collection	Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material Form of Assessment : Participatory Activities, Portfolio Assessment	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Material: Data collection procedures Reference: <i>Sugiyono. 2019. Educational Research Methodology (Quantitative, Qualitative and R&D Approaches). Bandung: Alfabeta.</i>	4%
8	Midterm Exam (UTS)	Students are able to complete the Mid-Semester Examination (UTS)	Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material Form of Assessment : Project Results Assessment / Product Assessment, Test	Project-based learning 3 X 50	Project-based learning 3 X 50	Material: Mid-Semester Exam (UTS) References:	20%

9	Understanding of procedures for conducting data analysis	Review and carry out procedures in data analysis	<p>Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	<p>Material: Data analysis procedures References: Creswell, JW 2015. <i>Research Design: Qualitative, quantitative, and mixed methods approaches.</i> California: SAGE Publications.</p> <hr/> <p>Material: Data analysis procedures References: Creswell, JW 2015. <i>Research Design: Qualitative, quantitative, and mixed methods approaches.</i> California: SAGE Publications.</p> <hr/> <p>Material: Data analysis procedures References: Creswell, JW 2015. <i>Research Design: Qualitative, quantitative, and mixed methods approaches.</i> California: SAGE Publications.</p>	5%
10	Understanding of procedures for conducting data analysis	Review and carry out procedures in data analysis	<p>Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	<p>Material: Data analysis procedures References: Creswell, JW 2015. <i>Research Design: Qualitative, quantitative, and mixed methods approaches.</i> California: SAGE Publications.</p>	3%
11	Understanding of research design	1.Create a research design 2.Create research instruments	<p>Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	<p>Material: Selection of research design, sampling, development of research instruments, data collection techniques, and data analysis techniques Readers: Sudjana, Nana and Ibrahim. 2012. <i>Educational Research and Assessment.</i> Bandung: Sinar Baru Algensindo.</p>	4%

12	Understanding of problems, frameworks and hypotheses in research	Carry out theoretical analysis related to research problems, frameworks and hypotheses	<p>Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	<p>Material: Examining theories related to research problems that have been formulated, formulating a framework and hypotheses. Reference: <i>Creswell, JW 2015. Research Design: Qualitative, quantitative, and mixed methods approaches. California: SAGE Publications.</i></p>	3%
13	Able to do research	Able to do research	<p>Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	<p>Material: Designing research methods References: <i>Creswell, JW 2015. Research Design: Qualitative, quantitative, and mixed methods approaches. California: SAGE Publications.</i></p>	4%
14	Able to do research	Able to do research	<p>Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	<p>Material: Designing research methods References: <i>Lexy J. Moeleong. 2018. Qualitative Research Methodology. Bandung: PT. Rosdakarya Teenager.</i></p>	4%
15	Able to do research	Able to do research	<p>Criteria: Students are declared to have passed if 75% are able to provide feedback according to the material/sub-material</p> <p>Form of Assessment : Portfolio Assessment</p>	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	Learning activities include lectures, questions and answers, group discussions, project assignments, presentations, and the application of cooperative learning. 3 X 50	<p>Material: Designing research methods References: <i>Sudjana, Nana and Ibrahim. 2012. Educational Research and Assessment. Bandung: Sinar Baru Algensindo.</i></p>	4%
16	Final Semester Examination (UAS)	Able to complete the Final Semester Examination (UAS)	<p>Criteria: Students are able to understand 75 percent of the material</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Written test 3 X 50	Written test 3 X 50	<p>Material: UAS: Making a research report Literature:</p>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	20%
4.	Test	10%
		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.