	Universitas Negeri Surabaya Faculty of Education, Special Education Undergraduate Study Program			Document Code	

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Educational Research	8620203226		T=3	P=0	ECTS=4.77	5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. H. Pamuji, M.Kes.

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	PLO study program which is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

Short Course Description	Through the use of science and technology, reviewing references, analyzing proposals and research results, in this course students are responsible for mastering the concepts, principles and procedures of research methodology to be able to make decisions about its application in solving ABK education problems, including: the nature of research, approaches, characteristics, objectives, types -types and procedures of research, literature review, research design, data collection and analysis techniques, validity and reliability, instruments, as well as being able to prepare proposals by referring to the Undergraduate Thesis Writing Guidebook. Unesa includes: determining/finding problems, compiling topics/titles , background, research methods: approach, type of design, variables, population and sample, literature review, framework, hypothesis, data collection and analysis, and research instruments), as well as being able to carry out educational research for children with special needs.

References	**Main :**

1. Arikunto S. 2010. Prosedur Penelitian: Suatu Pendekatan Praktik (edisi revisi 2010). Bandung: Rineka Cipta.
2. Creswell, J.W. 2014. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches . 4rd Edition.New Jersey: Pearson Prentice Hall.
3. Creswell, J.W. 2015. Education Research . Use Quantitative And Qualitatif approach 4rd Edition.New Jersey: Pearson Prentice Hall.
4. Fraenkel, J.R., Wallen, N.E., Hyun, H. H. 2012. How to Design and Evaluate Research in Education . New York: McGraw-Hill Companies, Inc.
5. Lodigo, M.G; Spaulding, D.T; Voegtle, K.H. 2010. Method in Educational Research from Theory to ractice . San Francisco: Jossey Bass
6. Miles, MB. & Huberman, AM. Analisis Data Kualitatif terjemah Rohidi, TR; Jakarta:
7. Moleong. 2004. Metodologi Penelitian Kualitatif (edisi revisi) . Bandung: Rosda.
8. Nazir M. 2011. Metode Penelitian . Jakarta: Ghalia Indonesia.
9. Sugiyono. 2006. Metode Penelitian Kuantitatif Kualitatif dan R&D . Bandung: Alfabeta.
10. Sukmadinata, N.S. 2005. Metoda Penelitian Pendidikan . Bandung: Rosda.
11. Tim. 2014. Buku Panduan Penulisan Skripsi S-1 . Surabaya: Unesa University Press.

	Supporters:

Supporting lecturer	Prof. Dr. H. Murtadlo, M.Pd. Prof. Dr. Siti Masitoh, M.Pd. Dr. Yuliyati, 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	Utilizing science and technology as a source of information for solving problems in educational research. Creating a resume from various literature on the essence of research, general objectives of research, types of research, internal and external validity, characteristics of the research process.	1. Identify the nature of research 2. Identify internal validation 3. Identify external validation 4. Describe the relationship between internal validation and external validation 5. Describe the characteristics of the research process 6. Identify the steps of the research process 7. Describe ethics in research	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) Deductive learning method Online learning strategy, literature search, discussion, work on LKM. 3 X 50			0%
2	Utilizing science and technology as a source of information for solving problems in educational research. Create a resume from various literature on the nature of research, general research objectives, types of research, and characteristics of research.	1. Identify the nature of research 2. Describe the characteristics of the research process 3. Identify the steps of the research process	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) Deductive learning method Online learning strategy. literature search, discussion, work on LKM. 3 X 50			0%
3	Utilizing science and technology as a source of information on problem solving in PLB education research. Creating a resume from various literature about triables, research characteristics, variables, problem formulation, and research objectives.	1. Identify the characteristics of special education research problems 2. Explain the relationship between two or more variables 3. Identify and formulate the problem 4. Formulate research objectives	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 3 X 50			0%

			Criteria:				0%
4	Utilizing science and technology as a tool to help solve problems in PLB educational researchCreating a resume from various literature about problem characteristics, general research objectives, internal and external validity, characteristics of the research process	1. Identify the characteristics of special education research problems 2. Explain the relationship between two or more variables 3. Identify and formulate the problem 4. Formulate research objectives	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 3 X 50			0%
5	Utilizing science and technology as a tool to solve problems in PLB education research. Mastering the basics of making PLB education research proposals. Making strategic decisions on resumes obtained from various literature about problem characteristics, general research objectives, internal and external validity, characteristics of the research process.	Analyzing and compiling a theoretical basis, framework of thinking, and proposing hypotheses for research purposes	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 3 X 50			0%
6	Utilizing science and technology as a tool to solve problems in PLB education research. Mastering the basics of making PLB education research proposals. Making strategic decisions on resumes obtained from various literature about problem characteristics, general research objectives, internal and external validity, characteristics of the research process.	Analyzing and compiling a theoretical basis, framework of thinking, and proposing hypotheses for research purposes	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 3 X 50			0%

7	Identify and formulate variables and operational definitions of variables in research	Identifying variables and types of variables Describing the characteristics of each of the 13 types of variables Analyzing factors that influence variables Formulating operational definitions of variables	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach The learning method is deductive Learning strategies include literature searches, discussions, working on LKM, and evaluating learning outcomes. 3 X 50			0%
8	Identify and formulate variables and operational definitions of variables in research	Identifying variables and types of variables Describing the characteristics of each of the 13 types of variables Analyzing factors that influence variables Formulating operational definitions of variables	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 3 X 50			0%
9	Identify and formulate research designs and plans	Identify and formulate a research design according to the research problem taken. Identify and formulate a research design according to the research problem taken	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 3 X 50			0%

			Criteria:					
10	Identify and formulate research designs and plans	Identify and formulate a research design according to the research problem taken. Identify and formulate a research design according to the research problem taken	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 3 X 50				0%
11	Utilizing science and technology as a tool to help solve problems in special education research Designing special education research proposals based on educational research concepts Making strategic decisions based on data and information (including the results of input/ideas/ideas from colleagues/references) and providing ideas in selecting educational research PLB	Formulate research problems, research objectives, hypothesis formulation, variables, samples, populations as materials in preparing research proposals. Utilizing ICT to carry out literature searches Developing preliminary study instruments. Perform analysis	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) The learning method is deductive. The learning strategy takes the form of discussions, working on LKM and tutoring. 3 X 50				0%
12	Utilizing science and technology as a tool to help solve problems in special education research Designing special education research proposals based on educational research concepts Making strategic decisions based on data and information (including the results of input/ideas/ideas from colleagues/references) and providing ideas in selecting educational research PLB	Formulate research problems, research objectives, hypothesis formulation, variables, samples, populations as materials in preparing research proposals. Utilizing ICT to carry out literature searches Developing preliminary study instruments. Perform analysis	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) The learning method is deductive. The learning strategy takes the form of discussions, working on LKM and tutoring. 3 X 50				0%
13	Utilizing science and technology as a tool to help solve problems in special education research Designing special education research proposals based on educational research concepts Making strategic decisions based on data and information (including the results of input/ideas/ideas from colleagues/references) and providing ideas in selecting educational research PLB	Formulate research problems, research objectives, hypothesis formulation, variables, samples, populations as materials in preparing research proposals. Utilizing ICT to carry out literature searches Developing preliminary study instruments. Perform analysis	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) The learning method is deductive. The learning strategy takes the form of discussions, working on LKM and tutoring. 3 X 50				0%

No	Sub-PO	Indicators	Criteria	Learning Method			%
14	Utilizing science and technology as a tool to communicate ideas for solving problems in PLB education. Making presentations on research proposals that have been made	Compiling presentation files Presenting Responding to presentations Recording suggestions for improvements Revising proposals based on suggestions	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of discussion, presentation and evaluation of learning results. 3 X 50			0%
15	Utilizing science and technology as a tool to communicate ideas for solving problems in PLB education. Making presentations on research proposals that have been made	Compiling presentation files Presenting Responding to presentations Recording suggestions for improvements Revising proposals based on suggestions	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of discussion, presentation and evaluation of learning results. 3 X 50			0%
16	Utilizing science and technology as a tool to communicate ideas for solving problems in PLB education. Making presentations on research proposals that have been made	Compiling presentation files Presenting Responding to presentations Recording suggestions for improvements Revising proposals based on suggestions	**Criteria:** 1.4. Complete paper with accurate sources 2.3: complete paper with inaccurate sources 3.2: complete paper with inaccurate sources 4.1: the paper is incomplete and the sources are inaccurate	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of discussion, presentation and evaluation of learning results. 3 X 50			0%

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.