



**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
Special Education Research Methods	8620203112	Compulsory Curriculum Subjects National	T=3	P=0	ECTS=4.77	4	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	.....		.....			Dr. H. Pamuji, M.Kes.	

<b>Learning model</b>	<b>Project Based Learning</b>																																																	
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																	
	<b>PLO-5</b> Skilled at working independently, working together in collaborative teams, being responsible for both individual and team tasks, as well as communicating ideas, opinions and arguments orally/in writing																																																	
	<b>Program Objectives (PO)</b>																																																	
	<b>PO - 1</b> Implementing an inclusive culture in carrying out duties as GDPK educators and entrepreneurs based on religion, morals and ethics																																																	
	<b>PLO-PO Matrix</b>																																																	
	<table border="1"> <tr> <td>P.O</td> <td>PLO-5</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> </table>	P.O	PLO-5	PO-1																																														
P.O	PLO-5																																																	
PO-1																																																		
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																		
	<table border="1"> <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> <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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1															
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																		
PO-1																																																		

**Short Course Description** Through the use of ICT, 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, methods: approach, type of design, variables, population and sample, literature review, framework, hypothesis, data collection and analysis, and instruments), as well as being able to carry out ABK research.

<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>Arikunto S. 2010. Prosedur Penelitian: Suatu Pendekatan Praktik (edisi revisi 2010). Bandung: Rineka Cipta.</li> <li>Creswell, J.W. 2014. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches . 4rd Edition.New Jersey: Pearson Prentice Hall.</li> <li>Creswell, J.W. 2015. Education Research . Use Quantitative And Kualitatif approach 4rd Edition.New Jersey: Pearson Prentice Hall.</li> <li>Fraenkel, J.R., Wallen, N.E., Hyun, H. H. 2012. How to Design and Evaluate Research in Education . New York: McGraw-Hill Companies, Inc.</li> <li>Lodigo, M.G; Spaulding, D.T; Voegtle, K.H. 2010. Method in Educational Research from Theory to ractice . San Francisco: Jossey Bass</li> <li>Miles, MB. &amp; Huberman, AM. Analisis Data Kualitatif terjemah Rohidi, TR; Jakarta:</li> <li>Moleong. 2004. Metodologi Penelitian Kualitatif (edisi revisi) . Bandung: Rosda.</li> <li>Nazir M. 2011. Metode Penelitian . Jakarta: Ghalia Indonesia.</li> <li>Sugiyono. 2006. Metode Penelitian Kuantitatif Kualitatif dan R&amp;D . Bandung: Alfabeta.</li> <li>Sukmadinata, N.S. 2005. Metoda Penelitian Pendidikan . Bandung: Rosda.</li> <li>Tim. 2014. Buku Panduan Penulisan Skripsi S-1 . Surabaya: Unesa University Press.</li> </ol> <p><b>Supporters:</b></p>
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Supporting lecturer		Prof. Dr. Siti Masitoh, M.Pd. Dr. Asri Wijastuti, 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	1. Utilizing science and technology as a medium for solving problems in research 2. Examining various literature about the nature of research, principles, research approaches and characteristics of ABK research	a. Identifying the essence of research b. Identifying research concepts c. Describe the characteristics of the research process d. Identify the steps of the research process e. Create a concept map regarding the nature of research, principles, research approaches and characteristics of ABK research	<b>Criteria:</b> rubric  <b>Form of Assessment :</b> Participatory Activities	Approach: Constructivism Strategy: a. Cooperative learning b. Discovery based learning 3 X 50		<b>Material:</b> Material 1 <b>Reference:</b> <i>Arikunto S. 2010. Research Procedures: A Practical Approach (2010 revised edition). Bandung: Rineka Cipta.</i>	3%
2	1. Utilizing science and technology as a medium for solving problems in research 2. Examining various literature about the nature of research, principles, research approaches and characteristics of ABK research	a. Identifying the essence of research b. Identifying research concepts c. Describe the characteristics of the research process d. Identify the steps of the research process e. Create a concept map regarding the nature of research, principles, research approaches and characteristics of ABK research	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Participatory Activities	Approach: Constructivism Strategy: a. Cooperative learning b. Discovery based learning 3 X 50		<b>Material:</b> Material 2 <b>Reference:</b> <i>Creswell, JW 2015. Education Research. Use Quantitative And Qualitative approaches 4th Edition. New Jersey: Pearson Prentice Hall.</i>	2%
3	a. Utilizing science and technology as a media tool for solving problems in ABK research b. Make a resume from various literature about: variables, problem formulation, research objectives, types and research procedures	a. Identifying characteristics of PLB education research problems b. Explains the relationship between two or more variables c. Formulate a research problem d. Formulate research objectives e. Determine the type of research f. Determine research procedures according to the type of research	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Approach: Constructivism Strategy: a. Collaborative learning b. 3 X 50 project based learning		<b>Material:</b> Material 3 <b>References:</b> <i>Fraenkel, JR, Wallen, NE, Hyun, HH 2012. How to Design and Evaluate Research in Education. New York: McGraw-Hill Companies, Inc.</i>	2%

4	a. Utilizing science and technology as a media tool for solving problems in ABK research b. Make a resume from various literature about: variables, problem formulation, research objectives, types and research procedures	a. Identifying characteristics of PLB education research problems b. Explains the relationship between two or more variables c. Formulate a research problem d. Formulate research objectives e. Determine the type of research f. Determine research procedures according to the type of research	<b>Criteria:</b> rubric  <b>Form of Assessment :</b> Participatory Activities	Approach: Constructivism Strategy: a. Collaborative learning b. 3 X 50 project based learning		<b>Material:</b> Material 4 <b>Reference:</b> <i>Creswell, JW 2015. Education Research. Use Quantitative And Qualitative approaches 4th Edition. New Jersey: Pearson Prentice Hall.</i>	2%
5	a. Utilizing science and technology as a medium for solving ABK research problems b. Mastery of the basics of making ABK research proposals c. Make a decision to compile a literature review based on the variables studied	a. Analyze various theoretical sources relevant to the problem to be studied b. Develop a literature review, framework for thinking, and submit hypotheses for research purposes	<b>Criteria:</b> rubric  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Approach: Constructivism Strategy: a. Collaborative learning b. 3 X 50 project based learning		<b>Material:</b> Material 5 <b>References:</b> <i>Fraenkel, JR, Wallen, NE, Hyun, HH 2012. How to Design and Evaluate Research in Education. New York: McGraw-Hill Companies, Inc.</i>	2%
6	a. Utilizing science and technology as a medium for solving ABK research problems b. Mastery of the basics of making ABK research proposals c. Make a decision to compile a literature review based on the variables studied	a. Analyze various theoretical sources relevant to the problem to be studied b. Develop a literature review, framework for thinking, and submit hypotheses for research purposes	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Approach: Constructivism Strategy: a. Collaborative learning b. 3 X 50 project based learning		<b>Material:</b> Meeting 6 <b>References:</b> <i>Fraenkel, JR, Wallen, NE, Hyun, HH 2012. How to Design and Evaluate Research in Education. New York: McGraw-Hill Companies, Inc.</i>	2%
7	a. Utilizing science and technology as a medium for solving ABK research problems b. Mastery of the basics of making ABK research proposals c. Make a decision to compile a literature review based on the variables studied	a. Analyze various theoretical sources relevant to the problem to be studied b. Develop a literature review, framework for thinking, and submit hypotheses for research purposes	<b>Criteria:</b> rubric  <b>Form of Assessment :</b> Participatory Activities	Approach: Constructivism Strategy: a. Collaborative learning b. 3 X 50 project based learning		<b>Material:</b> Material 7 <b>References:</b> <i>Lodigo, MG; Spaulding, D.T.; Voegtler, KH 2010. Method in Educational Research from Theory to practice. San Francisco: Jossey Bass</i>	2%
8	Meetings 1-7	Meetings 1-7	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Test	Take home 3 X 50		<b>Material:</b> Material 1-7 <b>References:</b> <i>Lodigo, MG; Spaulding, D.T.; Voegtler, KH 2010. Method in Educational Research from Theory to practice. San Francisco: Jossey Bass</i>	10%

9	Designing research is related to: operational definitions of variables in research, data collection and analysis techniques as well	a. Identify variables and types of variables b. Analyze the factors that influence variable c. Formulate operational definitions of variables d. Determine data collection techniques e. Establish data analysis techniques	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Approach: Constructivism Strategy: a. Collaborative learning b. Discovery based learning 3 X 50		<b>Material:</b> Material 9 <b>Reference:</b> <i>Miles, MB. &amp; Huberman, A.M. Qualitative Data Analysis translated by Rohidi, TR; Jakarta:</i>	5%
10	Designing research is related to: operational definitions of variables in research, data collection and analysis techniques as well	a. Identify variables and types of variables b. Analyze the factors that influence variable c. Formulate operational definitions of variables d. Determine data collection techniques e. Establish data analysis techniques	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Approach: Constructivism Strategy: a. Collaborative learning b. Discovery based learning 3 X 50		<b>Material:</b> Material 10 <b>Bibliography:</b> <i>Miles, MB. &amp; Huberman, A.M. Qualitative Data Analysis translated by Rohidi, TR; Jakarta:</i>	5%
11	· Identify and formulate research designs and drafts	· Identify and formulate a research design according to the research problem taken · Identify and formulate a research design according to the research problem taken	<b>Criteria:</b> rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	· Student-centered learning approach (student-centered learning) · Deductive learning method · Learning strategies in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 3 X 50		<b>Material:</b> Material 11 <b>Bibliography:</b> <i>Miles, MB. &amp; Huberman, A.M. Qualitative Data Analysis translated by Rohidi, TR; Jakarta:</i>	10%
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 selection of PLB educational research	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.	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	· Student-centered learning approach (student-centered learning) · Deductive learning method · Learning strategies in the form of discussions, working on LKM and tutoring. 3 X 50		<b>Material:</b> Material 12 <b>Library:</b> <i>Moleong. 2004. Qualitative Research Methodology (revised edition). Bandung: Rosda.</i>	10%

13	<ul style="list-style-type: none"> <li>Utilizing science and technology as a tool to help solve problems in special education research</li> <li>Designing special education research proposals based on educational research concepts</li> <li>Making strategic decisions based on data and information (including the results of input/ideas/ideas from colleagues/references) and providing ideas in selection of PLB educational research</li> </ul>	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.	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	<ul style="list-style-type: none"> <li>Student-centered learning approach (student-centered learning)</li> <li>Deductive learning method</li> <li>Learning strategies in the form of discussions, working on LKM and tutoring.</li> </ul> 3 X 50	<b>Material:</b> Material 13 <b>Reference:</b> Nazir M. 2011. <i>Research Methods</i> . Jakarta: Ghalia Indonesia.	10%
14	<ul style="list-style-type: none"> <li>Utilizing science and technology as a tool to communicate ideas for solving problems in special education education</li> <li>Making presentations on research proposals that have been made</li> </ul>	Compiling presentation files Presenting Responding to presentations Recording suggestions for improvements Revising proposals based on suggestions	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	<ul style="list-style-type: none"> <li>Student-centered learning approach (student-centered learning)</li> <li>Deductive learning method</li> <li>Learning strategies in the form of discussions, presentations and evaluation of learning outcomes.</li> </ul> 3 X 50	<b>Material:</b> Material 14 <b>Reference:</b> Nazir M. 2011. <i>Research Methods</i> . Jakarta: Ghalia Indonesia.	10%
15	<ul style="list-style-type: none"> <li>Utilizing science and technology as a tool to communicate ideas for solving problems in special education education</li> <li>Making presentations on research proposals that have been made</li> </ul>	Compiling presentation files Presenting Responding to presentations Recording suggestions for improvements Revising proposals based on suggestions	<b>Criteria:</b> Rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	<ul style="list-style-type: none"> <li>Student-centered learning approach (student-centered learning)</li> <li>Deductive learning method</li> <li>Learning strategies in the form of discussions, presentations and evaluation of learning outcomes.</li> </ul> 3 X 50	<b>Material:</b> Meeting 15 <b>Reader:</b> Sugiyono. 2006. <i>Quantitative Qualitative Research Methods and R&amp;D</i> . Bandung: Alfabeta.	10%
16	All materials	test	<b>Criteria:</b> rubric  <b>Form of Assessment :</b> Test	test	<b>Material:</b> Meeting 1- end <b>Reference:</b> Team. 2014. <i>Guidebook for Writing Undergraduate Thesis</i> . Surabaya: Unesa University Press.	15%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	12%
2.	Project Results Assessment / Product Assessment	60%
3.	Portfolio Assessment	3%
4.	Test	25%
		100%

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.