



Universitas Negeri Surabaya
Faculty of Engineering,
Undergraduate Study Program, Fashion Design Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Research methodology	8321203072	Compulsory Curriculum Subjects - National	T=3 P=0 ECTS=4.77	4	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																				
	PLO-10	Skilled in designing, carrying out research, analyzing and implementing research results in the field of fashion education and fashion skills competency																																																																																																																			
	PLO-11	Have an understanding of pedagogical and professional concepts that support the field of fashion education																																																																																																																			
	Program Objectives (PO)																																																																																																																				
	PO - 1	Students have an understanding of the concept of research methods along with the steps of scientific research																																																																																																																			
	PO - 2	Students are able to apply the concept of research methods along with scientific research steps in the context of the educational and non-educational fields of Fashion Design																																																																																																																			
	PO - 3	Students have the skills to create research proposals according to assessment standards by utilizing various learning resources																																																																																																																			
	PO - 4	Students have a disciplined, honest and responsible attitude in preparing and evaluating research proposal designs in the field of Fashion Design education																																																																																																																			
	PLO-PO Matrix																																																																																																																				
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																					
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Short Course Description	Study of concepts, understanding and application of various research methods in the educational and non-educational fields of fashion design. Research procedures include defining the problem, reviewing literature, developing a framework, formulating hypotheses, compiling instruments, types and research designs, populations and samples, collecting and analyzing data, compiling conclusions, abstracts, reports and research articles. Overview of quantitative, qualitative, Research & Development, engineering and Class Action Research designs as well as published articles. The learning approach refers to student centered learning based on Higher Order Thinking including discussion, observation, problem solving and practice in making research proposals.
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References	Main :
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- Isaac, S & Michael, W.B. (1981). Handbook In Research and Evaluation , Second Edition. California: EDITS publisher. Gall, M.D; Gall, J.P & Borg, W.R. (2003). Educational Research: An Introduction . Seventh edition. Boston: Pearson Education Inc. Wiersma, W & Jurs, S.G. (1995). Research Methods In Education, Sixth edition. Boston: Allyn & Bacon. Balnaves, M & Caputi, P. (2001). Quantitative: Introduction to Quantitative Research Methods . London: SAGE Publication Ltd. Sugiyono. (2008). Metode Penelitian Pendidikan: Kuantitatif, Kualitatif dan R&D . Bandung: Alfabeta. Wiriaatmadja, R. (2005). Metode Penelitian Tindakan Kelas. Bandung: Remaja Rosdakarya. Suharsimi Arikunto. 2015. Prosedur Penelitian (Suatu Pendekatan Praktek). Jakarta: Rineka Cipta.
- Sujana. 1995. Desain dan Analisis Eksperimen . Bandung: Tarsito.
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Supporters:

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Supporting lecturer Dr. Lutfiyah Hidayati, S.Pd., M.Pd.
Mita Yuniati, 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	1. Understand the scope of MK Research Methodology and Learning Contract 2. Understand the General Overview of research	a. Explain the approach to getting the truth b. Distinguish between the meanings of science and technology c. Explain how to gain knowledge d. Explain the meaning of research e. Explain the steps of the scientific method f. Formulate the role of research in the development of science and technology	Criteria: a. Explain the approach to getting the truth (25%) b. Differentiate the meaning of science and technology (5%) c. Describe how to gain knowledge (25%) d. Explain the meaning of research (5%) e. Explain the steps of the scientific method (20%) f. Formulate the role of research in the development of science and technology (20%) Form of Assessment : Participatory Activities	Presentation, discussion and question and answer 3 X 50		Material: Concept and nature of research Reader: Sugiyono. (2021). Educational Research Methods. Bandung: CV. Alphabet	0%
2	1. Understand the scope of MK Research Methodology and Learning Contract 2. Understand the General Overview of research	a. Explain the approach to getting the truth b. Distinguish between the meanings of science and technology c. Explain how to gain knowledge d. Explain the meaning of research e. Explain the steps of the scientific method f. Formulate the role of research in the development of science and technology	Criteria: a. Explain the approach to getting the truth (25%) b. Differentiate the meaning of science and technology (5%) c. Describe how to gain knowledge (25%) d. Explain the meaning of research (5%) e. Explain the steps of the scientific method (20%) f. Formulate the role of research in the development of science and technology (20%) Form of Assessment : Participatory Activities, Tests	Presentation, discussion and question and answer 3 X 50		Material: Concept and nature of research Reader: Sugiyono. (2021). Educational Research Methods. Bandung: CV. Alphabet	0%
3	Formulate problems that suit your interests and educational and non-educational fields of fashion design	a. Compile the background of the problem b. Develop problem identification c. Create a problem formulation. Create research objectives and benefits	Criteria: Success in formulating background, problem identification, objectives and benefits of research. Form of Assessment : Participatory Activities	Presentation, discussion and question and answer 3 X 50			0%

4	Arrange theoretical studies according to the problem formulation	a. Explain the role of theoretical studies in research b. Identifying reference sources c. Develop a theoretical study framework by including writing appropriate quotations and writing a bibliography	Criteria: Students are able to compile theoretical studies according to the research problem formulation. Score 100 if correct Form of Assessment : Participatory Activities	Discussion presentation and question and answer assignment 3 X 50			5%
5	Develop a hypothesis formulation	a. Explain the meaning of hypothesis b. Understand the types of hypotheses c. Identify errors that occur in hypothesis testing d. Explain how to test a hypothesis e. Analyzing the relationship between determining the level of significance and the level of acceptance of the hypothesis	Criteria: Success in formulating research hypotheses Form of Assessment : Participatory Activities	Contextual/Cooperative 3 X 50			5%
6	Understand how to determine the type and design of research based on the problems and/or research objectives formulated	a. Identifying the type of research b. Develop research designs (for experimental and correlational research)	Criteria: success in determining research design Form of Assessment : Participatory Activities	Contextual/Cooperative 3 X 50			5%
7	Identify variables and formulate operational definitions of variables	a. Explain the meaning of research variables b. Identifying various research variables c. Identifying variables in research d. Explain the operational definition of variable e. Defining independent variables and dependent variables in experimental research	Criteria: Success in identifying research variables and operational definitions of variables Form of Assessment : Participatory Activities	Contextual/problem based 3 X 50			5%
8	Sub Summative Exam		Criteria: Success in preparing Chapter I and Chapter II of the research proposal Form of Assessment : Portfolio Assessment	3 X 50			10%
9	Identifying the problem of formulating action hypotheses and designing steps to test action hypotheses in PTK	a. Formulate problems in PTK b. Formulate action hypotheses c. Describe the cycle in PTK	Criteria: Success in identifying problems, formulating action hypotheses and designing steps to test action hypotheses in PTK Form of Assessment : Participatory Activities	Contextual/problem based 3 X 50			0%
10	Determine the research subject or population and sample	a. Explain the meaning of pupation and sample b. Explain the various methods of sampling c. Determine the sample	Criteria: Accuracy in determining research subjects or sample population Form of Assessment : Participatory Activities	Contextual/Problem based 3 X 50			5%

11	Identify data collection techniques and develop data collection tools that are appropriate to the problem and/or objectives	a. Explain data collection techniques b. Determine data collection tools/instrumentsc. Instrument Validation	Criteria: Accuracy in determining data collection instruments Form of Assessment : Participatory Activities	Contextual/Problem Based 3 X 50			5%
12	Identify data collection techniques and develop data collection tools appropriate to the problem and/or objectives (continued)	a. Develop data collection tools/instruments. Explain the validity and reliability of data collection tools	Criteria: Success in developing research instruments Form of Assessment : Participatory Activities	Contextual/Problem based 3 X 50			5%
13	Determine the data analysis method according to the type of research and data scale	a. Explain the various types of research data analysis b. Distinguish between quantitative descriptive and qualitative descriptive data analysis c. Determine research data analysis according to the type of research and data scale	Criteria: Accuracy in determining research data analysis Form of Assessment : Participatory Activities	Contextual/problem based 3 X 50			5%
14	understand the preparation of a draft research proposal (thesis)	1. Prepare chapter I introduction 2. Compile chapter II Theoretical Study3. Compile chapter III Research methods	Form of Assessment : Participatory Activities	Assignments, discussions, questions and answers, presentations 6 X 50			5%
15	understand the preparation of a draft research proposal (thesis)	1. Prepare chapter I introduction 2. Compile chapter II Theoretical Study3. Compile chapter III Research methods	Form of Assessment : Participatory Activities	Assignments, discussions, questions and answers, presentations 6 X 50			5%
16	Final exams		Criteria: Success in preparing research proposals Form of Assessment : Portfolio Assessment	3 X 50			20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	30%
		80%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.