	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Bachelor of Fine Arts Education Study Program**		**Document Code**	

SEMESTER LEARNING PLAN

Courses		**CODE**	**Course Family**	**Credit Weight**			**SEMESTER**	**Compilation Date**
Educational Research Methodology		8821003118		**T=3**	**P=0**	**ECTS=4.77**	0	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		....			Fera Ratyaningrum, S.Pd., M.Pd.	

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	PO Matrix at the end of each learning stage (Sub-PO)

P.O

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Understanding of the concepts, paradigms and procedures of quantitative and qualitative research along with their theoretical and practical implications.

References	**Main :**

1. Kutha Ratna, N.2010.Metodologi Penelitian Kajian Budaya dan Ilmu Sosial Humaniora pada Umumnya.Yogyakarta:Pustaka Pelajar.
2. Sugiono.2007.Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.Bandung:Alfabeta.
3. Bogdan, R.C. and Biklen, S.K.1992.Qualitative Research for Education: An Introduction to Theory and Methods.Boston:Allyn and Bacon.
4. Gall, M.D. & Gall, J.P. & Borg, W.R.1989.Education Research: An Introduction. Boston.New York:Allyn and Bacon.
5. Creswell, J.W.2010.Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed. Penerjemah:Achmad Fawaid.Yogyakarta: Pustaka Pelajar.
6. Hendriyana, H.2009.Metodologi Kajian Artefak Budaya Fisik (Fenomena Visual Bidang Seni). Bandung:Sunan Umbu STSI Press.
7. Emzir.2010.Metodologi Penelitian Kualitatif: Analisis Data.Jakarta:PT Rajagrafindo Persada.

Supporters:	

Supporting lecturer	Dr. Drs. Djuli Djatiprambudi, M.Sn.

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	Able to analyze the meaning, nature and scope of fine arts research and fine arts education.	1.Understand the meaning and nature of fine arts research and fine arts education. 2.Understand the types of research. 3. Distinguishing the scope of fine arts research and fine arts education. 4.Analyzing a taxonomy of problems in fine arts research and fine arts education.		Lecture Problem Solving Questions and Answers Assignment 3 X 50			0%
2	Able to analyze the meaning, nature and scope of fine arts research and fine arts education.	1.Understand the meaning and nature of fine arts research and fine arts education. 2.Understand the types of research. 3. Distinguishing the scope of fine arts research and fine arts education. 4.Analyzing a taxonomy of problems in fine arts research and fine arts education.		Lecture Problem Solving Questions and Answers Assignment 3 X 50			0%
3	Able to analyze concepts, characteristics, quantitative and qualitative research procedures and create research designs.	1. Understand the concepts of quantitative and qualitative research. 2. Analyze the characteristics of quantitative and qualitative research. 3. Analyze quantitative and qualitative research procedures. 4. Analyze the differences in quantitative and qualitative research principles. 5. Create a research design.		1. Lecture 2. Problem solving 3. Question and answer 4. Assignment 3 X 50			0%

4	Able to analyze concepts, characteristics, quantitative and qualitative research procedures and create research designs.	1. Understand the concepts of quantitative and qualitative research. 2. Analyze the characteristics of quantitative and qualitative research. 3. Analyze quantitative and qualitative research procedures. 4. Analyze the differences in quantitative and qualitative research principles. 5. Create a research design.		1. Lecture 2. Problem solving 3. Question and answer 4. Assignment 3 X 50			0%
5	Able to understand and create research problems with empirical and theoretical backgrounds.	1. Understand the Introduction part of research design. 2. Create a concept map for the introductory section. 3. Make a concept map of empirical facts. 4. Create relevant theoretical maps. 5. Classify research problems. 6. Create research objectives and benefits. 7. Create a framework for thinking.		1. Lecture 2. Problem solving 3. Question and answer 4. Assignment 3 X 50			0%
6	Able to understand and create research problems with empirical and theoretical backgrounds.	1. Understand the Introduction part of research design. 2. Create a concept map for the introductory section. 3. Make a concept map of empirical facts. 4. Create relevant theoretical maps. 5. Classify research problems. 6. Create research objectives and benefits. 7. Create a framework for thinking.		1. Lecture 2. Problem solving 3. Question and answer 4. Assignment 3 X 50			0%
7	Able to understand and make literature reviews in a research context.	1. Understand the purpose of the literature review. 2. Understand the function of literature review. 3. Understand relevant theories for research. 4. Create a literature review concept map. 5. Understand the relationship between theories, assumptions and hypotheses in research		1. Lecture 2. Problem solving 3. Question and answer 4. Assignment 3 X 50			0%

8	Understand the purpose of the literature review. Understand the function of literature review. Understand relevant theories for research. Create a literature review concept map. Understand the relationship between theories, assumptions and hypotheses in research	1.Purpose of literature review. 2.Literature review function. 3.Relevant theories for research. 4.Literature review concept map. 5.The relationship between theory, assumptions and hypotheses in research.		Lecture Problem solving Questions and answers Assignment 3 X 50			0%
9	Midterm exam	Taking Midterm Exams		Midterm Exam 3 X 50			0%
10	Able to understand and create research methods including research design, approaches, procedures and data analysis.	1. Understand the function of research methods. 2. Understand the type, nature, scale of research data. 3. Understand and apply quantitative research operational procedures. 4. Understand and apply qualitative research operational procedures. 5. Understand and apply data collection techniques. 6. Understand and apply data analysis techniques. 7. Understand and apply data validation techniques.		1. Lecture 2. Problem solving 3. Question and answer 4. Assignment 3 X 50			0%
11	Able to understand and create research methods including research design, approaches, procedures and data analysis.	1. Understand the function of research methods. 2. Understand the type, nature, scale of research data. 3. Understand and apply quantitative research operational procedures. 4. Understand and apply qualitative research operational procedures. 5. Understand and apply data collection techniques. 6. Understand and apply data analysis techniques. 7. Understand and apply data validation techniques.		1. Lecture 2. Problem solving 3. Question and answer 4. Assignment 3 X 50			0%

12	Able to understand and create quantitative research instruments.	1. Understand the concept and function of research instruments. 2. Understand the techniques for making research instruments. 3. Understand the relationship between research concepts, research data, research variables and research instruments. 4. Decompose variables into indicators. 5. Draft research instruments.		1. Lecture 2. Problem solving 3. Question and answer 4. Assignment 3 X 50			0%
13	Able to understand and create quantitative research instruments.	1. Understand the concept and function of research instruments. 2. Understand the techniques for making research instruments. 3. Understand the relationship between research concepts, research data, research variables and research instruments. 4. Decompose variables into indicators. 5. Draft research instruments.		1. Lecture 2. Problem solving 3. Question and answer 4. Assignment 3 X 50			0%
14	Able to analyze and apply data analysis theory.	1. Understand quantitative data analysis techniques. 2. Understand qualitative data analysis techniques. 3. Understand techniques for drawing conclusions for quantitative data analysis. 4. Understand techniques for drawing conclusions for qualitative data analysis.		1. Lecture 2. Problem solving 3. Question and answer 4. Assignment 3 X 50			0%
15	Able to analyze and apply data analysis theory.	1. Understand quantitative data analysis techniques. 2. Understand qualitative data analysis techniques. 3. Understand techniques for drawing conclusions for quantitative data analysis. 4. Understand techniques for drawing conclusions for qualitative data analysis.		1. Lecture 2. Problem solving 3. Question and answer 4. Assignment 3 X 50			0%
16	Final exams	Doing Final Semester Exam Assignments		3 X 50 Semester Final Exam			0%

Evaluation Percentage Recap: Case Study

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.