



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
Research methodology	8821003116	Compulsory Study Program Subjects	T=3 P=0 ECTS=4.77	3	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 which is charged to the course
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PLO-9	Mastering research methodology in the field of fine arts education.
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Program Objectives (PO)	
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PO - 1	Students master arts education research methods qualitatively, quantitatively, or mixed methods in the form of research proposals
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PO - 2	Students master the principles and concepts of literature review to find the state of the arts research in the form of research proposals
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PO - 3	Students master the principles and concepts of data collection as well as how to analyze arts education research data in the form of research proposals
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PLO-PO Matrix	
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	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 50px;">PLO-9</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> </table>	P.O	PLO-9	PO-1		PO-2		PO-3	
P.O	PLO-9								
PO-1									
PO-2									
PO-3									

PO Matrix at the end of each learning stage (Sub-PO)	
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	<table border="1" style="margin: auto;"> <tr> <th rowspan="2" style="width: 50px;">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> <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> </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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PO-3																																																																																					

Short Course Description	This course is a basic course on quantitative and qualitative research theory with a practical approach, which is used as a conceptual basis for preparing a thesis research proposal. The material consists of quantitative and qualitative research theories or paradigms, characteristics of research approaches, research procedures, and writing research reports.
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References	Main :
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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.
8. Laurie Schneider Adams. The Methodologies of Art: An Introduction, 2nd edition. Westview Press. 2009.
9. Tjetjep Rohendi Rohidi. Metodologi Penelitian Seni. Semarang: Pustaka Utama. 2011.
10. J. Gary Knowles. Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues. SAGE Publications. 2007.
11. Sarah Pink. Doing Visual Ethnography. SAGE Publication. 2013.

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.	<ol style="list-style-type: none"> 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. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.If the student masters all the indicators, he will get an A grade 2.If students master some of the indicators, they will get an A- 3.If students master a few indicators, they will get a B grade <p>Form of Assessment : Test</p>	<ol style="list-style-type: none"> 1. Lecture 2. Problem solving 3. Questions and answers 4. 3 x 50 Minute Assignments 		<p>Material: The nature and scope of fine arts education research.</p> <p>Reader: Sugiono. 2007. <i>Educational Research Methods Quantitative, Qualitative and R&D Approaches.</i> Bandung: Alfabeta.</p>	2%
2	Able to analyze the meaning, nature and scope of fine arts research and fine arts education.	<ol style="list-style-type: none"> 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. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.If the student masters all the indicators, he will get an A grade 2.If students master some of the indicators, they will get an A- 3.If students master a few indicators, they will get a B grade <p>Form of Assessment : Portfolio Assessment</p>	<ol style="list-style-type: none"> 1. Lecture 2. Problem solving 3. Questions and answers 4. 3 x 50 Minute Assignments 		<p>Material: The nature and scope of fine arts education research.</p> <p>Reader: Sugiono. 2007. <i>Educational Research Methods Quantitative, Qualitative and R&D Approaches.</i> Bandung: Alfabeta.</p>	3%

3	Able to analyze concepts, characteristics, quantitative and qualitative research procedures and create research designs.	1. Understand the concept 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.	Criteria: 1.If the student masters all the indicators, he will get an A grade 2.If students master some of the indicators, they will get an A- 3.If students master a few indicators, they will get a B grade Form of Assessment : Portfolio Assessment, Practice / Performance	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments		Material: Qualitative Research References: <i>Bogdan, RC and Biklen, SK 1992. Qualitative Research for Education: An Introduction to Theory and Methods. Boston: Allyn and Bacon.</i> Material: various research methods Reader: <i>Sugiono. 2007. Educational Research Methods Quantitative, Qualitative and R&D Approaches. Bandung: Alfabeta.</i>	2%
4	Able to analyze concepts, characteristics, quantitative and qualitative research procedures and create research designs.	1. Understand the concept 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.	Criteria: 1.If the student masters all the indicators, he will get an A grade 2.If students master some of the indicators, they will get an A- 3.If students master a few indicators, they will get a B grade Form of Assessment : Participatory Activities, Portfolio Assessment	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments		Material: Qualitative Research References: <i>Bogdan, RC and Biklen, SK 1992. Qualitative Research for Education: An Introduction to Theory and Methods. Boston: Allyn and Bacon.</i> Material: various research methods Reader: <i>Sugiono. 2007. Educational Research Methods Quantitative, Qualitative and R&D Approaches. Bandung: Alfabeta.</i>	3%
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. Create 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.	Criteria: 1.If the student masters all the indicators, he will get an A grade 2.If students master some of the indicators, they will get an A- 3.If students master a few indicators, they will get a B grade Form of Assessment : Portfolio Assessment	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments		Material: Fine arts education research References: <i>Bogdan, RC and Biklen, SK 1992. Qualitative Research for Education: An Introduction to Theory and Methods. Boston: Allyn and Bacon.</i>	5%

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. Create 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.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.If the student masters all the indicators, he will get an A grade 2.If students master some of the indicators, they will get an A- 3.If students master a few indicators, they will get a B grade <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments		<p>Material: Fine arts education research References: <i>Bogdan, RC and Biklen, SK 1992. Qualitative Research for Education: An Introduction to Theory and Methods. Boston: Allyn and Bacon.</i></p>	10%
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	<p>Criteria:</p> <ol style="list-style-type: none"> 1.If the student masters all the indicators, he will get an A grade 2.If students master some of the indicators, they will get an A- 3.If students master a few indicators, they will get a B grade <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments		<p>Material: literature review in research Library: <i>Tjetjep Rohendi Rohidi. Art Research Methodology. Semarang: Main Library. 2011.</i></p>	5%
8	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	<p>Criteria:</p> <ol style="list-style-type: none"> 1.If the student masters all the indicators, he will get an A grade 2.If students master some of the indicators, they will get an A- 3.If students master a few indicators, they will get a B grade <p>Form of Assessment : Portfolio Assessment, Test</p>	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments		<p>Material: literature review in research Library: <i>Tjetjep Rohendi Rohidi. Art Research Methodology. Semarang: Main Library. 2011.</i></p>	4%

9	Midterm exam	Students are able to compile background and review research literature	<p>Criteria:</p> <ol style="list-style-type: none"> 1.If the student masters all the indicators, he will get an A grade 2.If students master some of the indicators, they will get an A- 3.If students master a few indicators, they will get a B grade <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Midterm Exam 3 x 50 Minutes		<p>Material: various research methodologies Reader: <i>Sugiono. 2007. Educational Research Methods Quantitative, Qualitative and R&D Approaches. Bandung: Alfabeta.</i></p> <p>Material: research methodology References: <i>Creswell, JW 2010. Research Design Qualitative, Quantitative and Mixed Approaches. Translator: Achmad Fawaid. Yogyakarta: Student Library.</i></p>	8%
10	Able to understand and create research methods including research design, approaches, procedures and data analysis.	<ol style="list-style-type: none"> 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. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.If the student masters all the indicators, he will get an A grade 2.If students master some of the indicators, they will get an A- 3.If students master a few indicators, they will get a B grade <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	1. Lecture 2. Problem solving 3. Questions and answers 4. 3 x 50 Minute Assignments		<p>Material: qualitative, quantitative and mixed research methods References: <i>Creswell, JW 2010. Research Design Qualitative, Quantitative and Mixed Approaches. Translator: Achmad Fawaid. Yogyakarta: Student Library.</i></p>	5%
11	Able to understand and create research methods including research design, approaches, procedures and data analysis.	<ol style="list-style-type: none"> 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. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.If the student masters all the indicators, he will get an A grade 2.If students master some of the indicators, they will get an A- 3.If students master a few indicators, they will get a B grade <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	1. Lecture 2. Problem solving 3. Questions and answers 4. 3 x 50 Minute Assignments		<p>Material: qualitative, quantitative and mixed research methods References: <i>Creswell, JW 2010. Research Design Qualitative, Quantitative and Mixed Approaches. Translator: Achmad Fawaid. Yogyakarta: Student Library.</i></p>	5%

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. Decomposing variables into indicators.5. Draft research instruments.	<p>Criteria:</p> <ol style="list-style-type: none"> If the student masters all the indicators, he will get an A grade If students master some of the indicators, they will get an A- If students master a few indicators, they will get a B grade <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments		<p>Material: quantitative research References: Creswell, JW 2010. <i>Research Design Qualitative, Quantitative and Mixed Approaches</i>. Translator: Achmad Fawaid. Yogyakarta: Student Library.</p> <hr/> <p>Material: quantitative research Reader: Sugiono. 2007. <i>Educational Research Methods Quantitative, Qualitative and R&D Approaches</i>. Bandung: Alfabeta.</p>	5%
13	Proposal presentation/proposal seminar	1. Understand the concept of proposal presentation.2. Understand the techniques for making proposal presentations.3. Understand the relationship between research concepts, research data, research variables, and research instruments.4. Elaborating the concept into a proposal presentation.	<p>Criteria: Smoothness, accuracy and clarity of presentations delivered based on proposals that have been designed</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	1. Lecture2. Problem solving3. Questions and answers4. Discussion 3 X 50 minutes		<p>Material: cultural studies research Reference: Kutha Ratna, N. 2010. <i>Research Methodology in Cultural Studies and Humanities Social Sciences in General</i>. Yogyakarta: Student Library.</p> <hr/> <p>Material: art research methodology Reader: Tjetjep Rohendi Rohidi. <i>Art Research Methodology</i>. Semarang: Main Library. 2011.</p> <hr/> <p>Material: educational research methodology Bibliography: Gall, MD & Gall, JP & Borg, WR 1989. <i>Education Research: An Introduction</i>. Boston. New York: Allyn and Bacon.</p>	9%

14	Proposal presentation/proposal seminar	<p>1. Understand the concept of proposal presentation.2. Understand the techniques for making proposal presentations.3. Understand the relationship between research concepts, research data, research variables, and research instruments.4. Elaborating the concept into a proposal presentation.</p>	<p>Criteria: Smoothness, accuracy and clarity of presentations delivered based on proposals that have been designed</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>1. Lecture2. Problem solving3. Questions and answers4. Discussion 3 X 50 minutes</p>		<p>Material: cultural studies research Reference: <i>Kutha Ratna, N. 2010. Research Methodology in Cultural Studies and Humanities Social Sciences in General. Yogyakarta: Student Library.</i></p> <p>Material: art research methodology Reader: <i>Tjetjep Rohendi Rohidi. Art Research Methodology. Semarang: Main Library. 2011.</i></p> <p>Material: educational research methodology Bibliography: <i>Gall, MD & Gall, JP & Borg, WR 1989. Education Research: An Introduction. Boston. New York: Allyn and Bacon.</i></p>	9%
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15	Proposal presentation/proposal seminar	1. Understand the concept of proposal presentation.2. Understand the techniques for making proposal presentations.3. Understand the relationship between research concepts, research data, research variables, and research instruments.4. Elaborating the concept into a proposal presentation.	<p>Criteria: Smoothness, accuracy and clarity of presentations delivered based on proposals that have been designed</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	1. Lecture2. Problem solving3. Questions and answers4. Discussion 3 X 50 minutes		<p>Material: cultural studies research Reference: <i>Kutha Ratna, N. 2010. Research Methodology in Cultural Studies and Humanities Social Sciences in General. Yogyakarta: Student Library.</i></p> <p>Material: art research methodology Reader: <i>Tjetjep Rohendi Rohidi. Art Research Methodology. Semarang: Main Library. 2011.</i></p> <p>Material: educational research methodology Bibliography: <i>Gall, MD & Gall, JP & Borg, WR 1989. Education Research: An Introduction. Boston. New York: Allyn and Bacon.</i></p>	9%
16	UAS	Students are able to write a thesis proposal with the correct writing methods and systematics	<p>Criteria: 1.If the written proposal is complete it will get an A grade 2.If the written proposal is almost complete, it will get an A- 3.If the written proposal is incomplete it will get a B grade</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	TAKE HOME 3 X 50 minutes		<p>Material: preparation of a research proposal Reader: <i>Tjetjep Rohendi Rohidi. Art Research Methodology. Semarang: Main Library. 2011.</i></p>	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	24.01%
2.	Project Results Assessment / Product Assessment	35.01%
3.	Portfolio Assessment	28.34%
4.	Practice / Performance	7.67%
5.	Test	4%
		99.03%

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.