



**Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Geography Education Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																										
Educational Research Methodology	8720202107		T=3 P=0 ECTS=4.77	5	July 18, 2024																																										
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																											
	Dr. Nugroho Hari Purnomo, S.P., M.Si.																																											
Learning model	Project Based Learning																																														
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																														
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		P.O																																													
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Short Course Description	Providing experience to students about the nature, objectives, types of research that are relevant to educational research, including geography learning problems. Students are able to identify and make decisions related to research problems, research variables, research focus, research design, measurement scales and data analysis that are relevant to educational research. The output of this lecture is an educational research proposal, classroom action research proposal (PTK) or development research in the field of education. Learning is carried out using a constructivist approach and ends with an exercise in making concept maps about educational research in group discussion and reflection activities.																																														
References	Main :																																														
	<ol style="list-style-type: none"> 1. Ary, Donald. 2010. Introduction to Reseachr in Education, Eighth Edition . Belmont, CA: Wadsworth Cengage Learning 2. Bogdan, R. C & Biklen, S. K. 2003. Qualitative Research for Education: An introduction to Theories and Methods (4th ed). New York: Pearson Education Group 3. Borg, W.R., Gall, M.D. 1979. Educational Research . New York: Logman. 4. Frenkel, J.R., Wallen, N.E., Hyun, H.H. 2012. How to Design and Evaluate Reseach in Education . New York: McGraw-Hill Book Company. 5. Denzin, Norman K., Lincoln, Yvonna S. 2005. Handbook of Qualitative Research (3rd Edition). NewJersey: Sage Publication, Inc. 6. Miles, Matthew B dan huberman, A Michael. 1992. Analisis Data Kualitatif (terjemahan) . Jakarta. Universitas Indonesia Press 7. Sugiyono. 2014. Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D . Bandung: Alfabeta. 8. Thiagarajan, S; Semmel, D.S; & Semmel, M.I. 1974. Instructional Development for Training Teachers of Exceptional Children: A Sourcebook . Indiana: Indiana University 9. Van den Akker, Jan. 2006. Educational Design Research . London and New York: Routledge. 10. Yin, Robert K. 2013. Studi Kasus, Desain dan Metode (terjemahan) . Jakarta: Raja Grafindo Persada 11. Direktorat Jenderal Pendidikan Tinggi, 2004. Pedoman Penyusunan Usulan Penelitian Tindakan Kelas (Classroom Action Research). Jakarta: Departemen Pendidikan Nasional. 																																														
Supporting lecturer	Supporters:																																														
	MURTEDJO Dr. Sri Murtini, M.Si. Dr. Bambang Sigit Widodo, 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	Able to understand the concept and meaning of research methodology	1.Explain the meaning of research methodology 2.Explain the research objectives 3.Explain the function of research	Criteria: 1.The weight of question number 1 is 40, and number 2,3 is 30 2.total score 100	Lectures, Presentations, discussions and reflections 3 X 50			0%
2	understand the approach in research	1.Students are able to explain quantitative and qualitative approaches 2.Students are able to explain the characteristics of quantitative and qualitative approaches	Criteria: each item is worth 50, total value is 100	Presentation, discussion and reflection 3 X 50			0%
3	Able to understand approaches in research	Explain quantitative and qualitative research designs	Criteria: The score is based on the accuracy of the quantitative and qualitative research design, which is indicated by the accuracy of the systematic arrangement, maximum score is 100	Presentation, discussion and reflection 3 X 50			0%
4	able to understand experimental research and non-experimental research	- Explain the meaning of experimental research and non-experimental research - Explain experimental research design	Criteria: 1.written test maximum score 100. 2.tasks seen from: 3.Systematize writing a maximum score of 20 4.content, maximum score 30 5.research design/design, maximum score 30 6.reference, maximum score 10 accuracy in collecting assignments, maximum score 10	Discussions, assignments, exercises, searching for library sources and other references 3 X 50			0%
5	able to understand non-experimental research	Explains non-experimental research designs	Criteria: Essay writing test with maximum score of 100. The task is seen from: accuracy, systematics, content, research design, references (maximum score of 100)	Discussions, assignments, exercises, searching for library sources and other references 3 X 50			0%

6	able to understand case study research in the field of geography	<ol style="list-style-type: none"> 1.Explain the meaning of case study research 2.Explain the characteristics of case study research 3.Explain case study research design in the field of geography 4.Explain the techniques for implementing learning outcomes tests 	Criteria: Accuracy in formulating case study research has a maximum score weight of 100	Discussion, problem-based learning, and assignments to find other references 3 X 50			0%
7	Able to understand research data collection techniques	<ul style="list-style-type: none"> - Explain the meaning of data collection techniques - Explain ways of collecting research data - Explain data collection techniques using questionnaires - Explain interview techniques - Explain observation techniques Explain documentation techniques 	Criteria: <ol style="list-style-type: none"> 1.punctuality score 10 2.fill in the score report 30 3.correctness of technique/method score 30 4.systematic score 20 5.reference score 10 6.total score 100 	Lectures, discussions and assignments 3 X 50			0%
8	UTS			3 X 50			0%
9	Able to understand research methodology in the field of education	<ul style="list-style-type: none"> - Explain the meaning of research methodology in the field of education - Explain the characteristics of educational research - Explain the types of educational research 	Criteria: weights and scores are based on the indicators of each question	Lectures, discussions and questions and answers 3 X 50			0%
10	Able to understand problems in educational research	<ul style="list-style-type: none"> - Explain the meaning of a research problem - Explain the background of the problem in educational research - Explain the formulation of the educational research problem 	Criteria: weights and scores for each assessment indicator	Lectures, discussions, problem-based learning and assignments 3 X 50			0%
11	Able to understand educational research design	<ul style="list-style-type: none"> - Explain the meaning of research design in the field of education - Explain development research design - Explain experimental research design 	Criteria: weights and scores based on indicators in each component	Lectures, discussions and problem-based learning 3 X 50			0%
12							0%
13							0%

14	Able to explain classroom action research	- explain the meaning of classroom action research - explain the classroom action research cycle - explain data analysis in classroom action research - explain the systematics of classroom action research	Criteria: weights and scores for each component in PTK	discussions, exercises and assignments 3 X 50			0%
15	Able to explain classroom action research	- explain the meaning of classroom action research - explain the classroom action research cycle - explain data analysis in classroom action research - explain the systematics of classroom action research	Criteria: weights and scores for each component in PTK	discussions, exercises and assignments 3 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.