



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**German Language Education Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																												
Research methods	8820703288	Compulsory Study Program Subjects	T=3 P=0 ECTS=4.77	5	July 18, 2024																																																												
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																													
	Drs. Ari Pujosusanto, M.Pd.		.....	Dwi Imroatu Julaikah, S.Pd., M.Pd.																																																													
<b>Learning model</b>	<b>Project Based Learning</b>																																																																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																
	<b>PLO-5</b>	Have faith in God Almighty and uphold human values based on religion, morals and ethics.																																																															
	<b>Program Objectives (PO)</b>																																																																
	<b>PO - 1</b>	Students are able to master various language and literature education research methods and are able to apply them for writing proposals and language and literature education research through structured and independent activities to produce a research proposal.																																																															
	<b>PLO-PO Matrix</b>																																																																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-5</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></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" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></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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PO-1																																																																	
<b>Short Course Description</b>	Course Description Able to master various language and literature education research methods and be able to apply them for writing proposals and language and literature education research through structured and independent activities to produce a research proposal.																																																																
<b>References</b>	<b>Main :</b>																																																																
	1. Danuri. Metodologi Penelitian Pendidikan. 2019. Yogyakarta: Penerbit Samudra Biru (Anggota IKAPI)																																																																
	<b>Supporters:</b>																																																																
1. Endraswara, Suwardi. 2013. Metodologi Penelitian Antropologi Sastra. Yogyakarta: Ombak. 2. Sudaryanto. 2016. Metode Penelitian Bahasa. Yogyakarta 3. Sugiyono. 2016. Metode Penelitian Pendidikan. Yogyakarta																																																																	
<b>Supporting lecturer</b>	Drs. Ari Pujosusanto, M.Pd.																																																																
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																																										
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																										

1	Students are able to understand the nature, objectives and scope of research	<ol style="list-style-type: none"> <li>1. Students are able to explain the nature of research.</li> <li>2. Students are able to explain the sources of knowledge.</li> <li>3. Students are able to explain how to search for the truth.</li> <li>4. Students are able to explain the objectives of the research.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. presence</li> <li>2. completeness of elements</li> <li>3. content, language, systematics</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities, Tests</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol> 3 X 50	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol>	<p><b>Material:</b> Nature, objectives and scope of research <b>Reader:</b> <i>Danuri. Educational Research Methodology. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</i></p>	5%
2	<ol style="list-style-type: none"> <li>1. Students are able to understand the nature, objectives and scope of research</li> <li>2. Students are able to understand the nature, objectives and scope and types of research</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are able to explain the types of research in terms of objectives</li> <li>2. Students are able to explain the types of research in terms of approach</li> <li>3. Students are able to explain the types of research in terms of methods</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. presence</li> <li>2. completeness of elements</li> <li>3. content, language, systematics</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities, Tests</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol> 3 X 50	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol>	<p><b>Material:</b> Scope and Types of Research <b>Library:</b> <i>Danuri. Educational Research Methodology. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</i></p>	5%
3	Students are able to understand Research Variables	<ol style="list-style-type: none"> <li>1. Students are able to explain various variables</li> <li>2. Students are able to explain the relationships between variables</li> <li>3. Students are able to explain the Operational Definition</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. presence</li> <li>2. completeness of elements</li> <li>3. content, language, systematics</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities, Tests</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol> 3 X 50	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol>	<p><b>Material:</b> Various Variables, Relationships Between Variables, Operational Definitions <b>Library:</b> <i>Danuri. Educational Research Methodology. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</i></p>	5%
4	Students are able to understand research variables and problem formulation	<ol style="list-style-type: none"> <li>1. Students are able to explain the Operational Definition</li> <li>2. Students are able to explain the problem formulation</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. presence</li> <li>2. completeness of elements</li> <li>3. content, language, systematics</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities, Tests</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol> 3 X 50	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol>	<p><b>Material:</b> operational definition and problem formulation <b>Reference:</b> <i>Danuri. Educational Research Methodology. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</i></p>	5%

5	Students are able to understand the problem formulation and research paradigm	<ol style="list-style-type: none"> <li>1. Students are able to explain the problem formulation</li> <li>2. Students are able to understand the forms of research problem formulation</li> <li>3. Students are able to understand the Research Paradigm</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. presence</li> <li>2. completeness of elements</li> <li>3. content, language, systematics</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol> 3 X 50	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol>	<p><b>Material:</b> operational definition and problem formulation</p> <p><b>Reference:</b> <i>Danuri. Educational Research Methodology. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</i></p> <hr/> <p><b>Material:</b> Forms of Research Problem Formulation and Research Paradigms</p> <p><b>Library:</b> <i>Danuri. Educational Research Methodology. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</i></p>	5%
6	Students are able to understand literature studies and hypotheses	<ol style="list-style-type: none"> <li>1. Students are able to understand the Research Paradigm</li> <li>2. Students are able to explain literature studies</li> <li>3. Students are able to explain the hypothesis</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. presence</li> <li>2. completeness of elements</li> <li>3. content, language, systematics</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol> 3 X 50	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol>	<p><b>Material:</b> Forms of Research Problem Formulation and Research Paradigms</p> <p><b>Library:</b> <i>Danuri. Educational Research Methodology. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</i></p> <hr/> <p><b>Material:</b> literature study and hypothesis</p> <p><b>Reader:</b> <i>Danuri. Educational Research Methodology. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</i></p>	5%

7	Students are able to understand the research population	<ol style="list-style-type: none"> <li>Students are able to explain the research population</li> <li>Students are able to explain the research sample</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>presence</li> <li>completeness of elements</li> <li>content, language, systematics</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<ol style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Assignment</li> </ol> <p>3 X 50</p>	<ol style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Assignment</li> </ol>	<p><b>Material:</b> literature study and hypothesis</p> <p><b>Reader:</b> Danuri. <i>Educational Research Methodology</i>. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</p> <hr/> <p><b>Material:</b> population</p> <p><b>Bibliography:</b> Danuri. <i>Educational Research Methodology</i>. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</p> <hr/> <p><b>Material:</b> sample</p> <p><b>Library:</b> Danuri. <i>Educational Research Methodology</i>. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</p>	5%
8	Students are able to work on Midterm Exam questions	Students are able to complete the Midterm Examination on time	<p><b>Criteria:</b> Complete: minimum score 65</p> <p><b>Form of Assessment :</b> Test</p>	Written exam 3 X 50	Written exam via gform	<p><b>Material:</b> Nature, objectives, scope of research, types, research variables, problem formulation, literature study, hypothesis and population.</p> <p><b>Reference:</b> Danuri. <i>Educational Research Methodology</i>. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</p>	5%
9	Students are able to understand sampling techniques	<ol style="list-style-type: none"> <li>Students are able to explain the meaning of sampling techniques</li> <li>Students are able to explain the types of sampling techniques</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>Conformity to criteria</li> <li>Content, language and systematics</li> </ol> <p><b>Form of Assessment :</b> Test</p>	<ol style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Assignment</li> </ol> <p>3 X 50</p>	<ol style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Assignment</li> </ol>	<p><b>Material:</b> Understanding Sampling Techniques and Types of Sampling Techniques</p> <p><b>Library:</b> Danuri. <i>Educational Research Methodology</i>. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</p>	5%

10	Students are able to understand data	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of data</li> <li>2. Students are able to explain data collection techniques</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Conformity to criteria</li> <li>2. Content, language and systematics</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol> 3 X 50	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol>	<p><b>Material:</b> Understanding Data and Data Collection Techniques <b>Library:</b> Danuri. <i>Educational Research Methodology.</i> 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</p>	5%
11	Students are able to understand data measurement scales, measurement methods, various measurement scales	<ol style="list-style-type: none"> <li>1. Students are able to explain the Data Measuring Scale</li> <li>2. Students are able to explain how to measure</li> <li>3. Students are able to explain the various measurement scales</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Conformity to criteria</li> <li>2. Content, language and systematics</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol> 3 X 50	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol>	<p><b>Material:</b> Data Measuring Scales, Measurement Methods and Various Measurement Scales <b>Library:</b> Danuri. <i>Educational Research Methodology.</i> 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</p>	5%
12	Students are able to understand Data Analysis	<ol style="list-style-type: none"> <li>1. Students are able to explain Qualitative Data Analysis</li> <li>2. Students are able to explain Quantitative Data Analysis</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Conformity to criteria</li> <li>2. Content, language and systematics</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol> 3 X 50	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol>	<p><b>Material:</b> Qualitative Data Analysis and Quantitative Data Analysis <b>Reference:</b> Danuri. <i>Educational Research Methodology.</i> 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</p>	5%
13	Students are able to understand Scientific Writing	<ol style="list-style-type: none"> <li>1. Students are able to explain how to write scientific papers according to the guidelines</li> <li>2. Students are able to explain the components of preparing a research report</li> <li>3. Students are able to write research proposals</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Conformity to criteria</li> <li>2. Content, language and systematics</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol> 3 X 50	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol>	<p><b>Material:</b> Guidelines for Writing Scientific Papers, Components for Preparing Research Reports and Research Proposals <b>Library:</b> Danuri. <i>Educational Research Methodology.</i> 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</p>	5%

14	Students are able to understand Quantitative Research	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of quantitative research</li> <li>2. Students are able to explain the Characteristics of Quantitative Research</li> <li>3. Students are able to explain the Application of Quantitative Research</li> <li>4. Students are able to explain the comparison of quantitative and qualitative research</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Conformity to criteria</li> <li>2. Content, language and systematics</li> </ol> <p><b>Form of Assessment :</b></p> <p>Participatory Activities, Tests</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol> <p>3 X 50</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol>	<p><b>Material:</b></p> <p>Guidelines for Writing Scientific Papers, Components for Preparing Research Reports and Research Proposals</p> <p><b>Library:</b></p> <p>Danuri. Educational Research Methodology. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</p> <hr/> <p><b>Material:</b></p> <p>Definition of Quantitative Research, Characteristics of Quantitative Research, Application of Quantitative Research, Comparison of Quantitative and Qualitative Research</p> <p><b>Library:</b></p> <p>Danuri. Educational Research Methodology. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</p>	5%
15	Students are able to understand the meaning of qualitative research, types of qualitative research, the qualitative research process and comparisons and characteristics of qualitative research	<ol style="list-style-type: none"> <li>1. Students are able to explain the comparison of quantitative and qualitative research</li> <li>2. Students are able to explain the meaning of qualitative research</li> <li>3. Students are able to explain types of qualitative research</li> <li>4. Students are able to explain the Qualitative Research Process</li> <li>5. Students are able to explain the Comparison and Characteristics of Qualitative Research</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Conformity to criteria</li> <li>2. Content, language and systematics</li> </ol> <p><b>Form of Assessment :</b></p> <p>Participatory Activities, Tests</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol> <p>3 X 50</p>	<ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Discussion</li> <li>3. Assignment</li> </ol>	<p><b>Material:</b></p> <p>Definition of Qualitative Research, Types of Qualitative Research, Qualitative Research Process and Comparison and Characteristics of Qualitative Research</p> <p><b>Library:</b></p> <p>Danuri. Educational Research Methodology. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)</p>	5%

16	Students are able to solve the Final Semester Exam questions	Students complete written exam questions within the time given	<b>Criteria:</b> Complete: minimum score 65  <b>Form of Assessment :</b> Participatory Activities	Written exam	Written exam via gform	<b>Material:</b> Sampling Techniques. Data, Measurement Scales, Data Analysis, written work, Proposals, quantitative and qualitative research <b>Library:</b> Danuri. Educational Research Methodology. 2019. Yogyakarta: Samudra Biru Publishers (IKAPI Member)	10%
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#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	42.5%
2.	Test	42.5%
		85%

#### 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.