



**Universitas Negeri Surabaya**  
**Faculty of Education**  
**Undergraduate Guidance and Counseling 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>
Educational Research	8620104109		T=4	P=0	ECTS=6.36	6	July 17, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	.....		.....			Dr. Evi Winingsih, S.Pd., M.Pd.	

<b>Learning model</b>	<b>Project Based Learning</b>																																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																
	<b>Program Objectives (PO)</b>																																
	<b>PLO-PO Matrix</b>																																
	<table border="1"> <tr> <td style="width: 100px; height: 30px;"></td> <td style="text-align: center;">P.O</td> </tr> </table>		P.O																														
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																	
<table border="1"> <tr> <td rowspan="2" style="width: 50px; height: 30px;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>		Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																	

**Short Course Description** This course teaches students about research methods in the field of education. Learning was carried out in 14 material review meetings and two evaluation meetings. each meeting lasts 200 minutes per meeting. The material studied is: (1) the nature of research research, (2) problems in educational research, (3) quantitative research approaches, (4) qualitative research approaches, (5) literature review, (6) framework and hypothesis, (7) ) research population and samples, (8) research variables, (9) data collection instruments and techniques, (10) data analysis techniques, and (11) quantitative and qualitative research proposal formats. Learning is carried out through active learning methods which require students to take the initiative to be actively involved in learning. At the end of the lecture, students must prepare a research proposal which, if it meets the requirements, can be continued as a thesis research proposal. Student passing scores are determined on the basis of mid-term exam scores (UTS), final semester scores (UAS), assignment scores, and participation scores.

<b>References</b>	<b>Main :</b>	
		<ol style="list-style-type: none"> <li>1. Arikunto, S. 2003. Manajemen Penelitian. Jakarta: Rineka Cipta.</li> <li>2. Ary, D., Jacobs, L.C., &amp; Sorensen, C. 2010. Introduction to Research in Education, Eight Edition. Belmont, CA: Wadworst Cengage Learning.</li> <li>3. Creswell, J.W. 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition. Boston: Pearson.</li> <li>4. Gay, L.R., Mills, G.E., &amp; Airasian, P. 2012. Educational Research: Competencies for Analysis and Applications, Tenth Editions. New jersey: Pearson.</li> <li>5. Lodigo, M., Spalding, D.T., &amp; Voegte, K.H. 2010. Methods in Educational Research: From Theory to Practice , Second Edition. San Fransicco, CA: Josey-Bass</li> <li>6. Mc Millan, J.H. 2008. Educational Research: Fundamentals for Consumer, Fifth Edition . Boston: Pearson.</li> <li>7. Moleong, L.J. 2010. Metodologi Penelitian Kualitatif. Bandung: PT Remaja Rosdakarya.</li> </ol>
	<b>Supporters:</b>	

**Supporting lecturer** Dr. Eko Darminto, M.Si.  
 Prof. Dr. Budi Purwoko, S.Pd., M.Pd.  
 Muhammad Farid Ilhamuddin, S.Pd., 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	Have knowledge of the outline of lecture material and activities Have knowledge of the nature of research and educational research both conceptually and as a scientific approach to obtaining knowledge and knowledge Show behavior that indicates a positive attitude towards research methods lectures	<ol style="list-style-type: none"> <li>1.Can explain the objectives of research methods lectures.</li> <li>2.Can present study materials in research methods lectures.</li> <li>3.Can define the concept of research methods and educational research methods.</li> <li>4.Can state research objectives and educational research objectives.</li> <li>5.Can explain the process of scientific research</li> <li>6.Actively involve yourself in every lecture activity.</li> <li>7.Demonstrate scientific ethics in the creation of scientific work</li> </ol>	<b>Criteria:</b> Follow the assessment system in the Unesa Guidebook	Active learning (students active learning) 4 X 50			0%
2	Students have the knowledge and skills to find an interesting problem in the field of education to be solved through research, can analyze it and develop it into a research topic, and formulate it specifically in the form of a research question.	<ol style="list-style-type: none"> <li>1.Can explain the meaning of research problems</li> <li>2.Can reveal the sources of educational problems</li> <li>3.Can state the criteria for problems that are interesting to research.</li> <li>4.Can identify a problem in the field of education that is actual, interesting and urgent to be solved through research</li> <li>5.Can analyze problems and develop them into research topics.</li> <li>6.Can formulate specific problems in the form of research questions</li> </ol>	<b>Criteria:</b> In accordance with the assessment system in the Unesa Guidebook	How active students learn (students active learning) 4 X 50			0%

3	Can prepare a literature review that is relevant to the proposed research which contains theoretical studies and empirical studies about concepts and relationships between the concepts of the variables studied.	<ol style="list-style-type: none"> <li>1.Can explain the purpose of a literature review in a research activity.</li> <li>2.Can put forward and explain the content in a literature review.</li> <li>3.Can mention and explain sources of literature review information.</li> <li>4.Can prepare a literature review that is relevant to the proposed research plan which contains theoretical studies and empirical studies about the concepts studied and the relationships between concepts.</li> </ol>	<b>Criteria:</b> In accordance with the assessment system contained in the Unesa Guidebook	Active students (student active learning) 4 X 50			0%
4	Able to formulate/compile a framework of thinking regarding variable concepts or relationships between variable concepts based on the literature review that has been made.	<ol style="list-style-type: none"> <li>1.Can explain the meaning of frame of mind.</li> <li>2.can explain the purpose of preparing the thinking framework.</li> <li>3.Can develop a framework for thinking about variable concepts or the relationship between variable concepts in the proposed research plan in accordance with the literature review that has been made.</li> </ol>	<b>Criteria:</b> In accordance with the assessment system in the Unesa Guidebook	Active learning 4 X 50			0%
5	Able to formulate hypotheses about relationships between variables	<ol style="list-style-type: none"> <li>1.Can explain the meaning of hypothesis.</li> <li>2.Can mention types of hypotheses and provide examples.</li> <li>3.Can make hypotheses about the relationships between variables in the proposed research plan.</li> </ol>		Active learning/tell-show-do 4 X 50			0%

6	Students are able to propose hypotheses appropriately in accordance with the literature review (theoretical and empirical studies) that have been carried out and the framework that has been created (conceptualized).	<ol style="list-style-type: none"> <li>1.Can explain the meaning of hypothesis.</li> <li>2.Can name and differentiate types of hypotheses.</li> <li>3.Can create examples of hypothesis statements from each type of hypothesis</li> <li>4.Can create (propose) hypotheses appropriately in accordance with the literature review and framework in the proposed research plan itself</li> </ol>	<b>Criteria:</b> In accordance with the assessment system in the Buiu Unea Guide	Active learning (Active learning), tell-show-do 4 X 50			0%
7	Students can choose the appropriate approach model and research design according to the problem to be solved or the research objectives to be achieved	<ol style="list-style-type: none"> <li>1.Can put forward models of approaches to research along with their designs.</li> <li>2.Can explain the difference between quantitative and qualitative approaches.</li> <li>3.Can mention and explain research designs in quantitative and qualitative approaches.</li> <li>4.Can explain the objectives and research process of each research design in quantitative and qualitative approaches.</li> <li>5.Can choose a research approach and its design appropriately according to the research problem to be solved or the research objectives to be achieved in the proposed research plan itself.</li> </ol>	<b>Criteria:</b> In accordance with the assessment criteria in the assessment system contained in the Unesa Guidebook	active students (active learning), tell-show-do 4 X 50			0%

8	Students can choose the appropriate approach model and research design according to the problem to be solved or the research objectives to be achieved	<ol style="list-style-type: none"> <li>1.Can put forward models of approaches to research along with their designs.</li> <li>2.Can explain the difference between quantitative and qualitative approaches.</li> <li>3.Can mention and explain research designs in quantitative and qualitative approaches.</li> <li>4.Can explain the objectives and research process of each research design in quantitative and qualitative approaches.</li> <li>5.Can choose a research approach and its design appropriately according to the research problem to be solved or the research objectives to be achieved in the proposed research plan itself.</li> </ol>	<b>Criteria:</b> In accordance with the assessment criteria in the assessment system contained in the Unesa Guidebook	active students (active learning), tell-show-do 4 X 50			0%
9	Master the final abilities from the 1st meeting to the 8th meeting	All indicators from meetings 1 to 8	<b>Criteria:</b> Follow the assessment criteria in the assessment system contained in the Unesa Guidebook	4 X 50 test			0%
10	Can determine the population and select (draw) research samples correctly in accordance with the rules for sampling and the proposed research plan.	<ol style="list-style-type: none"> <li>1.Can define the term population</li> <li>2.Can define sample terms</li> <li>3.Can express and explain research sampling techniques.</li> <li>4.Can set sample size.</li> <li>5.Can correctly determine sampling techniques in the proposed research plan.</li> <li>6.Can describe the steps in sampling procedures according to the chosen technique.</li> </ol>	<b>Criteria:</b> In accordance with the assessment criteria in the assessment system contained in the Unesa Guidebook	Active learning, tell-show-do 4 X 50			0%

11	Can determine research variables and define them operationally	<ol style="list-style-type: none"> <li>1.Can explain the meaning of research variables.</li> <li>2.Can distinguish several types of understanding variables along with their meanings.</li> <li>3.Can determine research variables in the proposed research plan.</li> <li>4.Can conceptually and operationally define research variables in the proposed research plan</li> </ol>	<b>Criteria:</b> In accordance with the assessment criteria in the assessment system contained in the Unesa Guidebook	Active learning; tell-show-do 4 X 50			0%
12	Can select and arrange research instruments appropriately according to the research objectives and which have valid and reliable criteria and can administer them correctly.	<ol style="list-style-type: none"> <li>1.Can define the term research instrument.</li> <li>2.Can mention the types of research instruments.</li> <li>3.Can choose the type of research instrument appropriately according to the research objectives set out in the research plan.</li> <li>4.Can develop the desired research instruments in accordance with scientific steps in developing research instruments.</li> </ol>	<b>Criteria:</b> In accordance with the assessment criteria in the assessment system contained in the Unesa Guidebook	Active learning; tell-show-do 4 X 50			0%
13	Able to choose data analysis techniques appropriately according to the research objectives and approaches in the research plan submitted as the final assignment of the course.	<ol style="list-style-type: none"> <li>1.Can explain the purpose of data analysis in research activities.</li> <li>2.Can express and explain data analysis techniques in quantitative and qualitative research</li> <li>3.Can choose appropriate data analysis techniques based on the research objectives in the proposed research plan.</li> </ol>	<b>Criteria:</b> In accordance with the assessment criteria in the assessment system contained in the Unesa Guidebook	Active learning; tell-show-do 4 X 50			0%

14	Students are able to plan and carry out a research project in their own discipline	<ol style="list-style-type: none"> <li>1.Can explain the meaning of a research proposal</li> <li>2.Can present a systematic research proposal in accordance with the general format and format in the Unesa Thesis Writing guidebook.</li> <li>3.Can write a complete and clear research proposal to solve a problem in the field of theory and practice in one's own scientific discipline that has actual, interesting and important criteria to be solved.</li> <li>4.Can write correctly the parts in the systematic research proposal.</li> </ol>	<b>Criteria:</b> Completeness, accuracy and consistency of the contents of the research proposal	Active learning, tell-show-do 4 X 50			0%
15	Students are able to plan and carry out a research project in their own discipline	<ol style="list-style-type: none"> <li>1.Can explain the meaning of a research proposal</li> <li>2.Can present a systematic research proposal in accordance with the general format and format in the Unesa Thesis Writing guidebook.</li> <li>3.Can write a complete and clear research proposal to solve a problem in the field of theory and practice in one's own scientific discipline that has actual, interesting and important criteria to be solved.</li> <li>4.Can write correctly the parts in the systematic research proposal.</li> </ol>	<b>Criteria:</b> Completeness, accuracy and consistency of the contents of the research proposal	Active learning, tell-show-do 4 X 50			0%

16	Master the knowledge and skills from the material studied from meetings 1 to 15	Mastering knowledge and skills indicators in meetings 1 to 15	<b>Criteria:</b> In accordance with the assessment criteria in the assessment system contained in the Unesa Guidebook	4 X 50 test			0%
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#### 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.