

Universitas Negeri Surabaya Faculty of Education Undergraduate Guidance and Counseling Study Program

Document Code

Courses		CODE			C	ourse	Fami	ilv		Cred	it Wei	aht					Cor	npilatio
					Ů	ourse	, i aiii	,				_		OLIVIL			Dat	e [']
Research me	thods	862010320	7		S	tudy F lective	rogra Cour	m ses		T=3	P=0	ECTS:	=4.77		4		July	31, 202
AUTHORIZAT	TION	SP Develo	per					Co	urse	Clus	ter Co	ordina	tor	Study	Prog	ram Co	oordin	ator
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Learning model	Project Based L	earning																
Program	PLO study pro	gram which is ch	arged	to th	ne coi	urse												
Learning Outcomes (PLO)	PLO-5	PLO-5 Able to design and carry out research based on scientific principles and ethics using qualitative and quantitative methods																
	PLO-11	Able to manage g information and co	uidano ommui	e and	count on tech	seling nnolog	servio Jy	es in	vario	us co	ntexts	and re	port th	ne resu	ts to re	elated	parties	using
	Program Object	tives (PO)																
	PO - 1	Students master t	ne con	cepts	and p	ractic	es of r	esear	rch m	ethod	lology	in BK						
	PO - 2		ble to identify and analyze educational problems, especially in the field of guidance and counseling ble to design educational research proposals in the field of guidance and counseling															
	PO - 3					<u> </u>							unseli	ng				
	PO - 4	Able to develop re																
	PO - 5 PLO-PO Matrix	Able to carry out p	ropose	ed res	earch	semii	nars, v	vhich	are d	evelo	ped in	dividua	lly					
		P.O PO-1 PO-2 PO-3 PO-4 PO-5		PLC	,		,	0-11										
	PO Matrix at th	e end of each lea	rning	stag	je (Su	b-PO)											
		P.O									Weel	·						
		1.5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		PO-1	·	·	3	<i>-</i>	<i>y</i>	·	<u> </u>	+ -	+ 3	10	11	144	10	14	10	10
		PO-2	†	Ť	/		-	-	/	+	+							
		PO-3	+						Ė	/	+	-						
		PO-4	1							Ť	/	/	/	/				
		PO-5										Ť			1	1	1	•
Short Course	Education, Rese	tains studies on S arch Subjects, Re	search	Instr	ument	ts, Da	ita An	alysis	and	Inter	rpretat	ion. Le	cture	activitie	es cor	isist o	f seve	ral form
Description	namely: lectures participation, UT:	, assignments, pre 3 assignments, and		IONS &	anu ui	SCUSS	10115 1	II Clas	ss, ar	na se	emmar	s, prou	uct-ba	iseu ie	arning.	ASSE	SSITIETT	t include

- Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction. Longman.
- Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar.(1979) Introduction to research in education. New York: Holt, Rinehart and Winston.
- Bogdan, Robert C., & Biklen, Sari Khopp. (1982). Qualitative research for education. Boston: Allyn and Bacon.
- Borg, Walter R., & Gall, Meredith Damein. (1983). Educational research. New York: Longman.
- Fraenkel, Jack R., & Wallen, Norman E. (1990). How todesign and evaluate research in education. New York: McGraw-Hill Publishing Company.
- Gay, L.R. (1981). Educational research. Columbus, Ohio: Abell & Howell Company.
- Geoffrey E. Mils. (2000). Action research: A guide forteacher research.
- Sprintal, Richard C., Schmutte, Gregry T., & Sirois Lee, Lee. (1991). Understanding educational research. Englewood Cliffs, New Jersey: Prentice Hall.
- Tuckman, W. Bruce. (1972). Conducting educational research. New York: Harcourt Brace Jovanovich, Inc.
- 10. Newby, P. (2013). Research methods for education. Routledge.
- 11. Cohen, L., Manion, L., & Morrison, K. (2017). Researchmethods in education. Routledge.
- 12. Gupta, A., & Gupta, N. (2022). Research methodology. SBPD Publications.
- 13. Newman, M., & Gough, D. (2020). Systematic reviews in educational research: Methodology, perspectives and application. Systematic reviews in educational research: Methodology, perspectives and application, 3-22.
- 14. Treagust, D. F., & Won, M. (2023). Paradigms in science education research. In Handbook of research on science education (pp. 3-27). Routledge.

Supporters:

- 1. Hariastuti, R. T. Studi Kepustakaan Tentang Prokrastinasi Akademik Dan Kontrol Diri Siswa Sma. Ejournal. Unesa. Ac. Id, 1243-
- 2. Hariastuti, R. T. (2008). Dasar-Dasar Bimbingan dan Konseling. Surabaya: Unesa University Press. hartono.(2016). bimbingan karir. jakarta: kencana. Hartono, S.(2013), 16, 50-54.
- Sumarlik, Hariastuti, R. T., & Nursalim, M. (2022). The Differences of Self Regulated Learning in Senior High Schools Students in Terms of Gender and Class Specialization . Proceeding Series of International Conference on Arts and Humanities, 2. Retrieved from https://proceeding.unesa.ac.id/index.php/picah/article/view/24
- KHOIRUDIN, Muhamad; DARMINTO, Eko; HARIASTUTI, Retno Tri. Teknik Self-Regulated Learning untuk Meningkatkan Kemampuan Self-Regulated Learning dan Kemandirian Belajar Siswa dalam Situasi Belajar Online Covid 19. Ideas: Jurnal Pendidikan, Sosial, dan Budaya, [S.I.], v. 8, n. 3, p. 987-992, aug. 2022. ISSN 2656-940X. Available at: . doi: https://doi.org/10.32884/ideas.v8i3.897.
- 5. Hariastuti, R. T., & Darminto, E. (2007). Keterampilan-keterampilan Dasar dalam Konseling.

Supporting lecturer

Dr. Eko Darminto, M.Si.

Dr. Retno Tri Hariastuti, M.Pd., Kons. Prof. Dr. Budi Purwoko, S.Pd., M.Pd. Dr. Asieline Wahyu Tri Ardyanti, M.M.

Dr. Bakhrudin All Habsy, M.Pd. Muhamad Afifuddin Ghozali, S.Pd., M.Couns., Gr. Sherrin Nurlita Widya, S.Pd., M.Pd.

	Final abilities of each learning stage	Eval	luation	Leari Studer	lp Learning, ning methods, nt Assignments, timated time]	Learning materials [References]	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (<i>online</i>)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

	_	1		_	1	1	
1	Students are able to explain the nature of the scientific/research approach in education	1. Students can explain the nature of scientific truth 2. Students can explain the methodology for obtaining scientific truth 3. Students can explain the nature of science	Criteria: Holistic Rubric Form of Assessment: Participatory Activities, Portfolio Assessment	Group Discussion, Discussing the nature of scientific truth 3 X 50	Group Discussion, Discussing the nature of scientific truth 3 X 50	Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction. Longman. Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston. Material: Educational Research Bibliography: Borg, Walter R., & Gall, Meredith Damein. (1983). Educational research. New York: Longman. Material: Action Research Bibliography: Geoffrey E. Mils. (2000). Action research: A guide for teacher research. Material: Understanding Educational Library: Sprintal, Richard C., Schmutte, Gregry T., & Sirois Lee, Lee. (1991). Understanding educational research. Englewood Cliffs, New Jersey: Prentice Hall.	3%

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2	Students are able to explain the types of research	1.Students can explain types of quantitative research 2.Students can explain types of qualitative research	Criteria: Analytical Rubric Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Group Discussion and Presentation Explore, identify types of quantitative and qualitative research 3 X 50	Group Discussions and Presentations Explore various types of research 3 X 50	Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction. Longman. Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston. Material: Action Research Bibliography: Geoffrey E. Mils. (2000). Action research: A guide for teacher research. Material: Educational Research Library: Sprintal, Richard C., Schmutte, Gregry T., & Sirois Lee, Lee. (1991). Understanding educational research. Englewood Cliffs, New Jersey: Prentice Hall. Material: Research Methods for Education References: Newby, P. (2013). Research methods for education. Routledge.	3%

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3	Students are able to explain and analyze research problems	1. Students are able to describe research problems 2. Students are able to formulate research problems 3. Can define several concepts or terms contained in the title and formulation of the research problem	Criteria: Practice Assessment Rubric Form of Assessment: Portfolio Assessment	PBL Reading textbooks, Assignments, analyzing research problems 3 X 50	PBL Create problem descriptions and research problem formulations 3 X 50	Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction. Longman. Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston. Material: Action Research Bibliography: Geoffrey E. Mils. (2000). Action research: A guide for teacher research. Material: Educational Research Library: Sprintal, Richard C., Schmutte, Gregry T., & Sirois Lee, Lee. (1991). Understanding educational research. Englewood Cliffs, New Jersey: Prentice Hall. Material: Research Methods for Education References: Newby, P. (2013). Research methods for education. Routledge.	3%

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4	Students are able to explain various research designs	1.Students can explain the concepts of Historical, Descriptive and Correlational Research 2.Students can explain Ex-Post Facto and Experimental Research 3.Students can explain the concept of development research	Criteria: 1. Analytical Rubric 2. The answer to each indicator is given a score of 0 if there is no answer Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Group Discussion and Presentation Explore, identify various 3 X 50 research designs	Group Discussion and Presentation Explore articles according to the 3 X 50 research design	Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction. Longman. Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston. Material: Qualitative for Education Bibliography: Bogdan, Robert C., & Biklen, Sari Khopp. (1982). Qualitative research for education. Boston: Allyn and Bacon. Material: Action Research for education Research. Material: Action Research Goedication Geoffrey E. Mils. (2000). Action research: A guide for teacher research. Material: Conducting Educational Research Bibliography: Tuckman, W. Bruce. (1972). Conducting educational research. New York: Harcourt Brace Jovanovich, Inc.	3%

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5	Students are able to explain various research designs	1.Students can explain the concepts of Historical, Descriptive and Correlational Research 2.Students can explain Ex-Post Facto and Experimental Research 3.Students can explain the concept of development research	Criteria: 1. Analytical Rubric 2. The answer to each indicator is given a score of 0 if there is no answer Form of Assessment: Project Results Assessment / Product Assessment, Portfolio Assessment	Group Discussion and Presentation Explore, identify various 3 x 50 research designs	Group Discussion and Presentation Explore articles according to the 3 X 50 research design	Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction. Longman. Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston. Material: Qualitative for Education Bibliography: Bogdan, Robert C., & Biklen, Sari Khopp. (1982). Qualitative research for education. Boston: Allyn and Bacon. Material: Action Research Bibliography: Geoffrey E. Mils. (2000). Action research: A guide for teacher research. Material: Conducting Educational Research Bibliography: Tuckman, W. Bruce. (1972). Conducting educational research. New York: Harcourt Brace Jovanovich, Inc.	3%

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6	Students are able to explain various research designs	1.Students can explain the concepts of Historical, Descriptive and Correlational Research 2.Students can explain Ex-Post Facto and Experimental Research 3.Students can explain the concept of development research	Criteria: 1. Analytical Rubric 2. The answer to each indicator is given a score of 0 if there is no answer Form of Assessment: Project Results Assessment / Product Assessment, Portfolio Assessment	Group Discussion and Presentation Explore, identify various 3 X 50 research designs	Group Discussion and Presentation Explore articles according to the 3 X 50 research design	Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction. Longman. Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston. Material: Qualitative for Education Bibliography: Bogdan, Robert C., & Biklen, Sari Khopp. (1982). Qualitative research for education. Boston: Allyn and Bacon. Material: Action Research Bibliography: Geoffrey E. Mils. (2000). Action research: A guide for teacher research. Material: Conducting Educational Research Bibliography: Tuckman, W. Bruce. (1972). Conducting educational research. New York: Harcourt Brace Jovanovich, Inc.	3%

7	Students are able to explain and determine research subjects, samples and populations.	1.Students can explain the concepts of research subjects, samples and populations. 2.Students can determine research subjects, samples and populations correctly	Criteria: Analytical Rubric Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	Group Discussion and Presentation Identify research subjects, samples and population 3 X 50	Group Discussion and Presentation Identify research subjects, samples and population 3 X 50	Material: Quantitative and Qualitative Library: Suryana. 2020. Research Methods. Practical Models of Quantitative and Qualitative Research. Bandung: Indonesian Education University Material: Methods in Educational Research Bibliography: digo, M., Spalding, DT, & Voegte, KH 2010. Methods in Educational Research: From Theory to Practice, Second Edition. San Fransicco, CA: Josey-Bass Material: Educational Research Bibliography: Borg, Walter R., & Gall, Meredith Damein. (1983). Educationan.	3%
8	master the skills of meetings 1 to 7	Mastering indicators 1 - 7	Criteria: Test Form of Assessment: Project Results Assessment / Product Assessment, Test	UTS 3 X 50	UTS 3 X 50	Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston.	20%

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9	Students are able to design research instruments and analyze data	1.Students are able to design research instruments 2.Students are able to develop data analysis techniques and their interpretation	Criteria: Practice Assessment Rubric Form of Assessment : Project Results Assessment / Product Assessment	PBL Reading textbooks, Developing instruments and data analysis. 3 X 50	PBL Develop instruments and data analysis. 3 X 50	Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction. Longman. Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston. Material: Qualitative for Education Bibliography: Bogdan, Robert C., & Biklen, Sari Khopp. (1982). Qualitative research for education. Boston: Allyn and Bacon. Material: Action Research Bibliography: Geoffrey E. Mils. (2000). Action research: A guide for teacher research. Material: Conducting Educational Research Bibliography: Tuckman, W. Bruce. (1972). Conducting educational research. New York: Harcourt Brace Jovanovich, Inc.	3%

10	Students are able to design research instruments and analyze data	1.Students are able to design research instruments 2.Students are able to develop data analysis techniques and their interpretation	Criteria: Practice Assessment Rubric Form of Assessment: Project Results Assessment / Product Assessment	PBL Reading textbooks, Developing instruments and data analysis. 3 X 50	PBL Develop instruments and data analysis. 3 X 50	Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction. Longman. Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston. Material: Qualitative for Education Bibliography: Bogdan, Robert C., & Biklen, Sari Khopp. (1982). Qualitative research for education. Boston: Allyn and Bacon. Material: Action Research Bibliography: Geoffrey E. Mils. (2000). Action	3%
						Material: Action Research Bibliography: Geoffrey E. Mils.	
						Material: Conducting Educational Research Bibliography: Tuckman, W. Bruce. (1972). Conducting educational research. New York: Harcourt Brace Jovanovich, Inc.	

11	Students are able to explain quantitative research	1.Students can explain qualitative research 2.Students can explain various qualitative research designs 3.Can develop a valid and reliable research instrument	Criteria: Analytical Rubric Form of Assessment : Project Results Assessment, Product Assessment, Portfolio Assessment	Group Discussions and Presentations Exploring, identifying sources or surrounding qualitative research 3 X 50	Group Discussion and Presentation Browse and review 3 X 50 qualitative research articles	Material: Type of research instrument Library: Suryana. 2020. Research Methods. Practical Models of Quantitative and Qualitative Research. Bandung: Indonesian Education University Material: Concepts and procedures for research instruments Reader: Suryana. 2020. Research Methods. Practical Models of Quantitative and Qualitative Research. Bandung: Indonesian Education University Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction Longman. Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston. Material: How to design and evaluate research in education Reference: Fraenkel, Jack R., & Wallen, Norman E. (1990). How to design and evaluate research in education. New York: McGraw-Hill Publishing Company. Material: Action Research Bibliography: Gay, LR (1981). Educational research. Search Company. Material: Action Research Bibliography: Gay, LR (1981). Educational research. Search Company. Material: Action Research Publishing Company. Material: Action Research Research Research Research Research Research Research Research.	3%

12 Students are able	1.Students	Criteria:	Group	Group Discussion and	Material: Type of	3%
12 Students are able to explain quantitative research	1.Students can explain qualitative research 2.Students can explain various qualitative research designs 3.Can develop a valid and reliable research instrument	Criteria: Analytical Rubric Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Discussions and Presentations Exploring, identifying sources or	Group Discussion and Presentation Browse and review 3 x 50 qualitative research articles	Material: Type of research instrument Library: Suryana. 2020. Research Methods. Practical Models of Quantitative Research. Bandung: Indonesian Education University Material: Concepts and procedures for research instruments Reader: Suryana. 2020. Research Methods. Practical Models of Quantitative and Qualitative Research. Bandung: Indonesian Education University Material: Research Methods Citerature: Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction. Longman. Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston. Material: How to design and evaluate research in education. Rev York: Holt, Rinehart and Winston. Material: How to design and evaluate research in education. New York: Holt, Rinehart and Winston. Material: Educational Research in education. New York: McGraw-Hill Publishing Company. Material: Action Research. Gibliography: Gay, LR (1981). Educational research. Researc	3%
					Bibliography: Geoffrey E. Mils. (2000). Action research: A guide for teacher	

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13	Students are able to carry out proposal seminars	1.Students are able to design research proposals according to their interests 2.Students are able to carry out proposal seminars.	Criteria: Practice Assessment Rubric Form of Assessment: Project Results Assessment / Product Assessment	PBL Read the UNESA 3 X 50 research manual	PBL Create and present a 3 X 50 research proposal	Material: Usual research References: Gay, LR, Mills, GE, & Airasian, P. 2012. Educational Research: Competencies for Analysis and Applications, Tenth Editions. New Jersey: Pearson	5%
						Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction. Longman.	
						Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston.	
						Material: How to design and evaluate research in education Reference: Fraenkel, Jack R., & Wallen, Norman E. (1990). How to design and evaluate research in education. New York: McGraw-Hill Publishing Company.	
						Material: Educational Research Bibliography: Gay, LR (1981). Educational research. Columbus, Ohio: Abell & Howell Company.	
						Material: Action Research Bibliography: Geoffrey E. Mils. (2000). Action research: A guide for teacher research.	

14	Students are able	1.Students are	Criteria:	PBL Read	PBL	Material: Usual	6%
	to carry out proposal seminars	able to design research proposals according to their interests 2.Students are able to carry out proposal seminars.	Practice Assessment Rubric Form of Assessment: Project Results Assessment / Product Assessment	the UNESA 3 X 50 research manual	Create and present a 3 X 50 research proposal	research References: Gay, LR, Mills, GE, & Airasian, P. 2012. Educational Research: Competencies for Analysis and Applications, Tenth Editions. New Jersey: Pearson	
						Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction. Longman.	
						Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston.	
						Material: How to design and evaluate research in education Reference: Fraenkel, Jack R., & Wallen, Norman E. (1990). How to design and evaluate research in education. New York: McGraw-Hill Publishing Company.	
						Material: Educational Research Bibliography: Gay, LR (1981). Educational research. Columbus, Ohio: Abell & Howell Company.	
						Material: Action Research Bibliography: Geoffrey E. Mils. (2000). Action research: A guide for teacher research.	

15	Students are able to carry out proposal seminars	1.Students are able to design research proposals according to their interests 2.Students are able to carry out proposal seminars.	Criteria: Practice Assessment Rubric Form of Assessment: Project Results Assessment / Product Assessment	PBL Read the UNESA 3 X 50 research manual	PBL Create and present a 3 X 50 research proposal	Material: Usual research References: Gay, LR, Mills, GE, & Airasian, P. 2012. Educational Research: Competencies for Analysis and Applications. Tenth Editions. New Jersey: Pearson Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). Becomingqualitative researchers: An Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston. Material: How to design and evaluate research in education Reference: Fraenkel, Jack R., & Wallen, Norman E. (1990). How to design and evaluate research in education. New York: McGraw-Hill Publishing Company. Material: Educational Research Bibliography: Gay, LR (1981). Educational research. Columbus, Ohio: Abell & Howell Company. Material: Action Research: A guide for teacher research.	30%
10		tests/exams correctly	Based on the number of correct answers to all test items Form of Assessment: Project Results Assessment / Product Assessment, Test	3 X 50	3 X 50	Qualitative Research Methodology References: Moleong, LJ 2010. Qualitative Research Methodology. Bandung: PT Teen Rosdakarya	3070

Evaluation Percentage Recap: Project Based Learning

Eva	Evaluation Percentage Recap: Project Based Learning					
No	Evaluation	Percentage				
1.	Participatory Activities	5%				
2.	Project Results Assessment / Product Assessment	57.5%				
3.	Portfolio Assessment	12.5%				
4.	Test	25%				
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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.
- 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 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.
- 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.
- 10. Learning materials are details or descriptions of study materials which can be presented in the form of several main points and
- 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.