



Universitas Negeri Surabaya
Faculty of Social and Political Sciences
History Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Research methods	8720103222	Compulsory Curriculum Subjects - Institutional	T=3	P=0	ECTS=4.77	4	March 1, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Project Based Learning
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PLO study program that is charged to the course

PLO-7	CPL-S3 Demonstrates integrity, responsibility, independence, struggle in the field of expertise
PLO-12	Applying educational research procedures as a basis for critical reflection in history learning

Program Objectives (PO)

PO - 1	Analyze educational research concepts
PO - 2	Analyze quantitative research methods
PO - 3	Analyze qualitative research methods
PO - 4	Analyzing classroom action research methods
PO - 5	Analyze combined research methods
PO - 6	Analyze research and development methods

PLO-PO Matrix

P.O	PLO-7	PLO-12
PO-1		
PO-2		
PO-3		
PO-4		
PO-5		
PO-6		

PO Matrix at the end of each learning stage (Sub-PO)

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	<table border="1"> <tr> <th rowspan="2">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> <tr> <td>PO-4</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-5</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-6</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																	PO-4																	PO-5																	PO-6																
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Short Course Description The Research Methods course aims to develop the competence of History Education students to think scientifically through the process of history education research activities. The scope of the course includes qualitative, quantitative, combined research methods, classroom action research, and research and development. Learning activities include face-to-face lectures, structured assignments, and presentation of results

References

Main :

1. Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson
2. Gay, LR, 2012, Educational Research Competences for Analysis and Application, Boston: Pearson
3. Ravid, Rud, 2020, Action Research and Education A Practice Guide, Washington: Gulford Press
4. Spencer, J, 2020, Action Research, Manhatten: Kansas State University

Supporters:

1. Budiyono S, 2017, Manajemen Penelitian dan Pengembangan, Yogyakarta: Aswaja Presindo
2. Suharsimi Arikunto, 2021, Penelitian Tindakan Kelas, Jakarta: Bumi Aksara
3. Syahrums, 2012, Metodologi Penelitian Kuantitatif, Bandung: Citapustaka Media
4. Syahrums, 2012, Metodologi Penelitian Kualitatif, Bandung: Citapustaka Media

Supporting lecturer Dr. Agus Suprijono, M.Si.
 Dra. Sri Mastuti Purwaningsih, M.Hum.
 Corry Liana, S.Pd., M.Pd.
 Dr. Izzatul Fajriyah, 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 analyze the scope of educational research	Able to identify the scope of educational research	Criteria: Attitude 10% ; Knowledge ; 40% ; Special skill ; 40% ; General skills 10% Form of Assessment : Participatory Activities	College 3 X 50'	Lecture 3 X50'	Material: Definition; objective ; benefit ; scope of educational research Bibliography: Gay, LR, 2012, Educational Research Competences for Analysis and Application, Boston: Pearson	10%

2	Able to develop quantitative research procedures	Able to produce quantitative research proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Designing a 3 X 50' quantitative research proposal	Designing a 3 X 50' quantitative research proposal	<p>Material: Quantitative research procedures References: <i>Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson</i></p>	6%
3	Able to develop quantitative research procedures	Able to produce quantitative research proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Designing a 3 X 50' quantitative research proposal	Designing a 3 X 50' quantitative research proposal	<p>Material: Quantitative research procedures References: <i>Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson</i></p>	6%
4	Able to develop quantitative research procedures	Able to produce quantitative research proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Designing a 3 X 50' quantitative research proposal	Designing a 3 X 50' quantitative research proposal	<p>Material: Quantitative research procedures References: <i>Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson</i></p>	6%
5	Able to develop qualitative research procedures	Able to produce qualitative research proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Designing a 3 X 50' qualitative research proposal	Designing a 3 X 50' qualitative research proposal	<p>Material: Qualitative research procedures References: <i>Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson</i></p>	6%

6	Able to develop qualitative research procedures	Able to produce qualitative research proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Designing a 3 X 50' qualitative research proposal	Designing a 3 X 50' qualitative research proposal	<p>Material: Qualitative research procedures References: <i>Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson</i></p>	6%
7	Able to develop qualitative research procedures	Able to produce qualitative research proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Designing a 3 X 50' qualitative research proposal	Designing a 3 X 50' qualitative research proposal	<p>Material: Qualitative research procedures References: <i>Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson</i></p>	6%
8	Able to develop classroom action research procedures	Able to produce classroom action research proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Designing a 3 X 50' class action research proposal	Designing a 3 X 50' class action research proposal	<p>Material: Classroom action research procedures Reference: <i>Suharsimi Arikunto, 2021, Classroom Action Research, Jakarta: Bumi Aksara</i></p>	6%
9	Able to develop classroom action research procedures	Able to produce classroom action research proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Designing a 3 X 50' class action research proposal	Designing a 3 X 50' class action research proposal	<p>Material: Classroom action research procedures Reference: <i>Suharsimi Arikunto, 2021, Classroom Action Research, Jakarta: Bumi Aksara</i></p>	6%
10	Able to develop classroom action research procedures	Able to produce classroom action research proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Designing a 3 X 50' class action research proposal	Designing a 3 X 50' class action research proposal	<p>Material: Classroom action research procedures Reference: <i>Suharsimi Arikunto, 2021, Classroom Action Research, Jakarta: Bumi Aksara</i></p>	6%

11	Able to develop combination research procedures	Able to produce combined research proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Design of a 3 X 50' combination research proposal	Design of a 3 X 50' combination research proposal	<p>Material: Combination research procedures References: <i>Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson</i></p>	6%
12	Able to develop combination research procedures	Able to produce combined research proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Design of a 3 X 50' combination research proposal	Design of a 3 X 50' combination research proposal	<p>Material: Combination research procedures References: <i>Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson</i></p>	6%
13	Able to develop combination research procedures	Able to produce combined research proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Design of a 3 X 50' combination research proposal	Design of a 3 X 50' combination research proposal	<p>Material: Combination research procedures References: <i>Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson</i></p>	6%
14	Able to develop research and development procedures	Able to produce research and development proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Design of a 3 X 50' research and development proposal	Design of a 3 X 50' research and development research proposal	<p>Material: Research and development procedures Reference: <i>Budiyono S, 2017, Research and Development Management, Yogyakarta: Aswaja Presindo</i></p>	6%
15	Able to develop research and development procedures	Able to produce research and development proposals	<p>Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Design of a 3 X 50' research and development proposal	Design of a 3 X 50' research and development research proposal	<p>Material: Research and development procedures Reference: <i>Budiyono S, 2017, Research and Development Management, Yogyakarta: Aswaja Presindo</i></p>	6%

16	Able to develop research and development procedures	Able to produce research and development proposals	Criteria: Attitude 10% ; Knowledge 40% ; Special skills 40% ; General skills 10% Form of Assessment : Project Results Assessment / Product Assessment	Design of a 3 X 50' research and development proposal	Design of a 3 X 50' research and development research proposal	Material: Research and development procedures Reference: <i>Budiyono S, 2017, Research and Development Management, Yogyakarta: Aswaja Presindo</i>	6%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	90%
		100%

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.