



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

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Educational Research Methodology	8820503163	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	5	July 18, 2024
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator	
		Dr. Ina Ika Pratita., M.Hum, Amira AgustinKocimaheni, S.Pd, M.Pd	Dr. Ina Ika Pratita., M.Hum			Rusmiyati, S.Pd., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																			
	PLO-6	Able to make strategic decisions based on information and data analysis in Japanese scientific principles																																																																																																		
	PLO-8	Able to plan, implement and evaluate Japanese language learning, linguistics, educational science and research oriented towards process standards using science and technology-based Japanese language learning resources and learning media.																																																																																																		
	PLO-11	Able to analyze and apply theories, concepts, approaches in learning Japanese; and produce innovative learning designs for Japanese language learning.																																																																																																		
	PLO-15	Mastering the basic concepts of Japanese education pedagogy including learning theory, strategies, planning and evaluation of learning in Japanese																																																																																																		
	Program Objectives (PO)																																																																																																			
	PO - 1	<input type="checkbox"/> Utilize learning resources and ICT to support learning to understand basic research concepts which include problem formulation, benefits and hypotheses																																																																																																		
	PO - 2	<input type="checkbox"/> Understand and have knowledge of basic research concepts which include problem formulation, objectives, benefits, hypotheses.																																																																																																		
	PO - 3	Understand methods and various data analysis techniques in preparing language and literature education research designs																																																																																																		
	PLO-PO Matrix																																																																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																				
	<table border="1" style="width: 100%; text-align: center;"> <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> </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																
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PO-1																																																																																																				
PO-2																																																																																																				
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Short Course Description	Definition, understanding and application of basic research concepts, general framework, research which includes posing and formulating problems, objectives and benefits, theoretical framework and hypotheses, methods and various data analysis techniques, drawing conclusions in preparing research designs for language and literature education.
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References	Main :
	<ol style="list-style-type: none"> 1. Arikunto, Suharsimi. 2019. <i>Prosedur Penelitian: Suatu Pendekatan Praktik</i>. Jakarta: PT. Rineka Cipta 2. Sudaryanto. 2015. <i>Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan Secara Linguistik</i>. Yogyakarta: Duta Wacana University Press. 3. Mahsun. 2005. <i>Metode Penelitian Bahasa</i>. Jakarta: PT. Raja Grafindo Persada.

Supporters:		<ol style="list-style-type: none"> 1. Aqib, Zainal. 2007. Penelitian Tindakan Kelas . Bandung: Yrama Widya 2. Sukardi. 2008. Metodologi Penelitian Pendidikan . Jakarta: Bumi Aksara. 3. Moleong, Lexy. J. 2007 (Edisi Revisi). Metodologi Penelitian Kualitatif. Bandung : Rosda. 4. Kutha, Nyoman Ratna. 2004. Teori, Metode, dan Teknik Penelitian Sastra. Yogyakarta: Pustaka Pelajar. Mahsun. 2006. Metode Penelitian Bahasa: Tahapan, Strategi, Metode dan Tekniknya. Jakarta: RajaGrafindo Persada 					
Supporting lecturer		Dr. Ina Ika Pratita, M.Hum. Amira Agustin Kocimaheni, S.Pd., 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	Definition, scope of language and literature learning research.	able to explain the meaning and scope of language and literature learning research.	Criteria: 1.Weighting 2.Rubric Form of Assessment : Participatory Activities	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: Concept Map Research Methods Literature: <i>Arikunto, Suharsimi. 2019. Research Procedures: A Practical Approach. Jakarta: PT. Rineka Cipta</i> Material: General explanation of the research methods course, including course objectives and source books. References: <i>Arikunto, Suharsimi. 2019. Research Procedures: A Practical Approach. Jakarta: PT. Rineka Cipta</i>	3%
2	Have knowledge about Research Activities	Able to understand the meaning of research. • Able to describe the characteristics of scientific research • Able to understand the function of research • Able to understand the research process • Able to describe several classifications in research.	Criteria: 1.Weighting 2.Rubric Form of Assessment : Participatory Activities	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: Who does research, how to research, what is researched References: <i>Arikunto, Suharsimi. 2019. Research Procedures: A Practical Approach. Jakarta: PT. Rineka Cipta</i>	2%
3	Mastering the Flow and Variety of Research	1.Explaining the Research Flow 2.Explaining research in terms of objectives, approach, field of science, location, presence of variables	Criteria: 1.Weighting 2.Rubric Form of Assessment : Participatory Activities	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: Flow and Variety of Research Literature: <i>Arikunto, Suharsimi. 2019. Research Procedures: A Practical Approach. Jakarta: PT. Rineka Cipta</i>	3%

4	Mastering How to Conduct Research and Select Problems	1. Students are able to explain the important requirements for conducting research, namely being systematic, planning and following scientific concepts. 2. Students are able to explain where the problem was obtained, the problem and research title, type of problem, and formulate the title	Criteria: Weighting and Rubrics Form of Assessment : Participatory Activities	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: How to Conduct Research, Selecting Library Problems: Arikunto, Suharsimi. 2019. <i>Research Procedures: A Practical Approach.</i> Jakarta: PT. Rineka Cipta	3%
5	Preliminary Study Formulating the Problem Formulating Basic Assumptions	1.1. Students are able to explain preliminary studies and how to conduct preliminary studies 2.2. Students are able to explain the need to formulate problems, and how to formulate problems	Criteria: Weighting and Rubrics Form of Assessment : Participatory Activities, Practice/Performance	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: Preliminary Study, Formulating Problems, and Formulating Basic Assumptions Literature: Arikunto, Suharsimi. 2019. <i>Research Procedures: A Practical Approach.</i> Jakarta: PT. Rineka Cipta	3%
6	Mastering the formulation of hypotheses and selecting research approaches	1.Ability to formulate hypotheses 2.Ability to choose a research approach	Criteria: Weighting and Rubrics Form of Assessment : Participatory Activities	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: Formulating Hypotheses, Choosing a Research Approach Literature: Arikunto, Suharsimi. 2019. <i>Research Procedures: A Practical Approach.</i> Jakarta: PT. Rineka Cipta	1%
7	1. Students are able to determine research variables. Students are able to determine data sources in learning research.	1.1. Students are able to explain the determination of research variables 2.2. Students are able to explain determining data sources	Criteria: 1.Weighting 2.Rubric Form of Assessment : Participatory Activities	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: Determining Variables and Determining Data Sources Library: Arikunto, Suharsimi. 2019. <i>Research Procedures: A Practical Approach.</i> Jakarta: PT. Rineka Cipta	3%
8	Midterm Exam (UTS)	Midterm Exam (UTS)	Criteria: Weighting and Rubrics Form of Assessment : Participatory Activities	Midterm Exam (UTS) 3 X 50		Material: UTS Reader: Arikunto, Suharsimi. 2019. <i>Research Procedures: A Practical Approach.</i> Jakarta: PT. Rineka Cipta	20%

9	Students are able to determine and compose instruments	1.1. Explain how to determine instruments 2.2. Explain how to prepare instruments	Criteria: Weighting and Rubrics Form of Assessment : Participatory Activities	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: Determining and Arranging Instruments Library: <i>Arikunto, Suharsimi. 2019. Research Procedures: A Practical Approach. Jakarta: PT. Rineka Cipta</i>	2%
10	Mastering Data Collection and Data Analysis Methods	Able to explain data collection and data analysis	Criteria: 1.Weighting 2.Rubric Form of Assessment : Participatory Activities	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: Determining and Arranging Instruments Library: <i>Arikunto, Suharsimi. 2019. Research Procedures: A Practical Approach. Jakarta: PT. Rineka Cipta</i>	5%
11	Master the understanding of drawing conclusions and writing reports	Students are able to explain in drawing conclusions and writing reports	Criteria: 1.Weighting 2.Rubric Form of Assessment : Participatory Activities	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: Drawing Conclusions Writing Reports Bibliography: <i>Arikunto, Suharsimi. 2019. Research Procedures: A Practical Approach. Jakarta: PT. Rineka Cipta</i>	5%
12	Students are able to understand Methods and Various Techniques for Providing Data (Appendix IIA)	Students master methods and various techniques and instruments for collecting language data;	Criteria: 1.Weighting 2.Rubric Form of Assessment : Participatory Activities	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: Methods and Various Techniques for Providing Data (Appendix IIA) Reference: <i>Sudaryanto. 2015. Methods and Various Techniques of Language Analysis: An Introduction to Research on Linguistic Cultural Vehicles. Yogyakarta: Duta Wacana University Press.</i>	5%

13	Students are able to understand the Methods and Various Techniques of Language Analysis: Introduction, Matching Method and Agih Method	Students master the Methods and Various Techniques of Language Analysis: Introduction, Matching Method and Language Agih Method;	Criteria: 1. Weighting 2. Rubric Form of Assessment : Participatory Activities, Practice/Performance	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: Methods and Various Techniques of Language Analysis: Introduction, Padan Method and Agih Method Reader: Sudaryanto. 2015. <i>Methods and Various Techniques of Language Analysis: An Introduction to Research on Linguistic Cultural Vehicles</i> . Yogyakarta: Duta Wacana University Press.	5%
14	Students are able to understand the Special Overview of Various Analysis Techniques: Chapters 3,4,5, 6,7	Students master a Special Review of Various Analysis Techniques: Chapters 3,4,5, 6,7	Criteria: 1. Weighting 2. Rubric Form of Assessment : Participatory Activities, Practice/Performance	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: Methods and Various Techniques of Language Analysis: Introduction, Padan Method and Agih Method Reader: Sudaryanto. 2015. <i>Methods and Various Techniques of Language Analysis: An Introduction to Research on Linguistic Cultural Vehicles</i> . Yogyakarta: Duta Wacana University Press.	5%
15	Students are able to understand the Special Review of Various Analysis Techniques: Chapters 8,9, 10, 11,12	Students master a Special Review of Various Analysis Techniques: Chapters 8,9, 10, 11,12	Criteria: 1. Weighting 2. Rubric Form of Assessment : Participatory Activities, Practice/Performance	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: Special Review of Various Analysis Techniques: Chapters 8,9, 10, 11,12 Bibliography: Sudaryanto. 2015. <i>Methods and Various Techniques of Language Analysis: An Introduction to Research on Linguistic Cultural Vehicles</i> . Yogyakarta: Duta Wacana University Press.	5%

16	Doing UAS questions or assignments	Answer or do UAS assignments correctly	Criteria: 1. Weighting 2. Rubric Form of Assessment : Participatory Activities	Contextual, direct learning, questions and answers, presentations and discussions, assignments. 3 X 50		Material: UAS Reader: Sudaryanto. 2015. <i>Methods and Various Techniques of Language Analysis: An Introduction to Research on Linguistic Cultural Vehicles.</i> Yogyakarta: Duta Wacana University Press.	30%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	91%
2.	Practice / Performance	9%
		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.