



**Universitas Negeri Surabaya**  
**Faculty of Sports and Health Sciences,**  
**Bachelor of Physical Education, Health & Recreation 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 methodology	8520103089	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	5	April 29, 2023																																																		
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																			
	Dr. Nur Ahmad Arief, M.Pd.		Prof. Ali Maksum, M.Si			Dr. Mochamad Ridwan, S.Pd., M.Pd.																																																			
<b>Learning model</b>	Project Based Learning																																																								
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																								
	<b>Program Objectives (PO)</b>																																																								
	<b>PO - 1</b>	Students are able to identify research problems, formulate problem statements and research objectives, search for appropriate literature reviews, determine the type and design of research, determine appropriate research instruments and data analysis techniques and prepare research proposals in the field of physical education and sports according to existing guidelines.																																																							
	<b>PLO-PO Matrix</b>																																																								
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">P.O</td></tr> <tr><td style="text-align: center;">PO-1</td></tr> </table>							P.O	PO-1																																																
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<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 rowspan="2" style="text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td><td style="text-align: center;">6</td><td style="text-align: center;">7</td><td style="text-align: center;">8</td><td style="text-align: center;">9</td><td style="text-align: center;">10</td><td style="text-align: center;">11</td><td style="text-align: center;">12</td><td style="text-align: center;">13</td><td style="text-align: center;">14</td><td style="text-align: center;">15</td><td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">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><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																	
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<b>Short Course Description</b>	This course will discuss how to identify research problems in the field of physical education and sports, determine an appropriate research design, determine research instruments and data analysis techniques that can be applied to complete a thesis.																																																								
<b>References</b>	<b>Main :</b>																																																								
	<ol style="list-style-type: none"> <li>1. p&gt;</li> <li>2. Maksum, 2012. <i>Metodologi Penelitian dalam Olahraga</i>. Surabaya: Unipress UNESA.</li> <li>3. Creswell, J.W. 2012. <i>Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition)</i>. Boston: Pearson Education Inc.</li> <li>4. Moleong, L.J. 2005. <i>Metodologi Penelitian Kualitatif</i>. Bandung: PT. Remaja Rosdakarya</li> <li>5. Sugiyono. 2010. <i>Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif, dan R &amp; D</i>. Bandung: Alfabeta CV.</li> <li>6. Tim. 2014. <i>Pedoman Penulisan Skripsi</i>. Surabaya: Unipress UNESA</li> </ol>																																																								
	<b>Supporters:</b>																																																								
<ol style="list-style-type: none"> <li>1. Silalahi, U. (2006). <i>Metode penelitian sosial</i>.</li> <li>2. Semiawan, C. R. (2010). <i>Metode penelitian kualitatif</i>. Grasindo.</li> <li>3. Soendari, T. (2012). <i>Metode penelitian deskriptif</i>. Bandung, UPI. Stuss, Magdalena &amp; Herdan, Agnieszka, 17.</li> </ol>																																																									
<b>Supporting lecturer</b>	Prof. Dr. Ali Maksum, S.Pd., M.Si. Dr. Anung Priambodo, S.Pd., M.Psi.T. Dr. Nur Ahmad Arief, 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	Understand the meaning of truth, science and the characteristics of research activities	- Able to explain the meaning of scientific and non-scientific knowledge and the nature of truth. Able to explain and give examples of research activities in the field of physical education	<b>Criteria:</b> know the description of the research methodology  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests	Lectures, discussions and questions and answers 3 X 50		<b>Material:</b> know the description of research methodology. <b>Reference:</b> <i>Moleong, LJ 2005. Qualitative Research Methodology . Bandung: PT. Rosdakarya Teenager</i>	5%
2	Identifying research problems, determining variables and compiling problem formulations.	identify problems that can be researched in the field of physical education. - Prepare a short and clear problem formulation in the form of a question sentence.	<b>Criteria:</b> identifying research problems, determining variables and compiling problem formulations  <b>Form of Assessment :</b> Participatory Activities, Tests	Group discussions, assignments and presentations 3 X 50		<b>Material:</b> research problem, determining variables and formulating the problem <b>References:</b> <i>Maksum, 2012. Research Methodology in Sports. . Surabaya; Unipress UNESA.</i>	5%
3	Identifying research problems, determining variables and compiling problem formulations.	- identify problems that can be researched in the field of physical education. - Prepare a short and clear problem formulation in the form of a question sentence. Identify the number and types of research variables	<b>Criteria:</b> Identifying research problems, determining variables and compiling problem formulations  <b>Form of Assessment :</b> Participatory Activities	Group discussions, assignments and presentations 3 X 50		<b>Material:</b> Identifying research problems, determining variables and formulating the problem. <b>Reference:</b> <i>Maksum, 2012. Research Methodology in Sports. . Surabaya; Unipress UNESA.</i>	6%
4	Understand the meaning of hypothesis and operational definitions well	- Explain the meaning of hypothesis - Explain the meaning of operational definition. Develop an example hypothesis and appropriate operational definitions according to the variables.	<b>Criteria:</b> Explain the meaning of hypothesis and operational definitions well  <b>Form of Assessment :</b> Participatory Activities	Lectures, assignments and questions and answers 3 X 50		<b>Material:</b> understanding hypothesis and operational definitions well. <b>Reference:</b> <i>Maksum, 2012. Research Methodology in Sports. . Surabaya; Unipress UNESA.</i>	5%
5	Understand how to organize a literature review	- Develop a systematic literature review according to the research problem. Search for relevant research journals	<b>Criteria:</b> know how to organize a literature review  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Assignments, literature analysis, questions and answers 3 X 50		<b>Material:</b> how to organize a literature review Reference : <i>Maksum, 2012. Research Methodology in Sports. . Surabaya; Unipress UNESA.</i>	5%

6	Understand the types of quantitative and qualitative research.	- Explain the differences between quantitative and qualitative research - Explain and give examples of descriptive research - Explain and give examples of correlational research Explain and give examples of experimental research	<b>Criteria:</b> can explain the types of quantitative and qualitative research <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests	Inquiry, group discussion, presentation and question and answer. 3 X 50		<b>Material:</b> types of quantitative and qualitative research <b>Reference:</b> <i>Maksum, 2012. Research Methodology in Sports. . Surabaya; Unipress UNESA.</i>	6%
7	Understand the types of quantitative and qualitative research.	- Explain the differences between quantitative and qualitative research - Explain and give examples of descriptive research - Explain and give examples of correlational research Explain and give examples of experimental research	<b>Criteria:</b> can explain the types of quantitative and qualitative research <b>Form of Assessment :</b> Participatory Activities	Inquiry, group discussion, presentation and question and answer. 3 X 50		<b>Material:</b> research methodology <b>References:</b> <i>Team. 2014. Thesis Writing Guidelines. Surabaya: Unipress UNESA</i>	5%
8	UTS	UTS	<b>Criteria:</b> description of research methodology and understanding of concepts <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	UTS 3 X 50		<b>Material:</b> research methodology <b>References:</b> <i>Moleong, LJ 2005. Qualitative Research Methodology . Bandung: PT. Rosdakarya Teenager</i>	10%
9	Understand the techniques for selecting research subjects	- Explain the meaning of population and sample - Explain several sampling techniques. Choose a sampling technique that suits the problem formulation	<b>Criteria:</b> description of research methodology and understanding of concepts <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests	Presentation, discussion, question and answer 3 X 50		<b>Material:</b> research methodology <b>References:</b> <i>Creswell, JW 2012. Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition) . Boston: Pearson Education Inc.</i>	7%

10	Understand the meaning and principles of using research instruments	- Explain the requirements for using research instruments - Explain the stages of determining the validity and reliability of instruments. Prepare examples of simple psychological scale instruments in the field of physical education.	<b>Criteria:</b> description of research methodology and understanding of concepts  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Lectures, discussions, questions and answers and assignments 3 X 50		<b>Material:</b> research methodology <b>Reader:</b> <i>Sugiyono. 2010. Educational Research Methods. Quantitative, Qualitative and R &amp; D Approaches. Bandung: Alfabeta CV.</i>	5%
11	Understand the meaning and principles of using research instruments	- Explain the requirements for using research instruments - Explain the stages of determining the validity and reliability of instruments. Prepare examples of simple psychological scale instruments in the field of physical education	<b>Criteria:</b> can explain the meaning and principles of using research instruments  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers and assignments 3 X 50		<b>Material:</b> understanding and principles of using research instruments <b>Reader:</b> <i>Sugiyono. 2010. Educational Research Methods. Quantitative, Qualitative and R &amp; D Approaches. Bandung: Alfabeta CV.</i>	5%
12	Understand Data Analysis Techniques	- Explain correlation data analysis techniques - Explain different test data analysis techniques Explain qualitative data analysis techniques	<b>Criteria:</b> can explain Data Analysis Techniques  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Lectures, discussions and questions and answers 3 X 50		<b>Material:</b> Data Analysis Techniques <b>Literature:</b> <i>Maksum, 2012. Research Methodology in Sports. . Surabaya; Unipress UNESA.</i>	5%
13	Understand Data Analysis Techniques	- Explain correlation data analysis techniques - Explain different test data analysis techniques Explain qualitative data analysis techniques	<b>Criteria:</b> can explain Data Analysis Techniques  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Lectures, discussions and questions and answers 3 X 50		<b>Material:</b> research methodology <b>References:</b> <i>Moleong, LJ 2005. Qualitative Research Methodology . Bandung: PT. Rosdakarya Teenager</i>	10%
14	Understand the rules for writing quotations	- Explain the rules for writing direct quotes. Explain the rules for writing indirect quotes	<b>Criteria:</b> can know the rules for writing quotations  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Inquiry, discussion and assignment 3 X 50		<b>Material:</b> rules for writing quotations <b>Reader</b> <i>: Team. 2014. Thesis Writing Guidelines. Surabaya: Unipress UNESA</i>	6%
15	Understand the systematics of proposal writing	Create research proposals with appropriate systematics.	<b>Criteria:</b> can explain the systematics of writing a proposal  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Discussions and assignments. 3 X 50		<b>Material:</b> systematics of proposal writing <b>References:</b> <i>Team. 2014. Thesis Writing Guidelines. Surabaya: Unipress UNESA</i>	5%

16	UAS	UAS	<b>Criteria:</b> able to understand meeting material 1-15  <b>Form of Assessment :</b> Participatory Activities	3 X 50		<b>Material:</b> UAS <b>Library:</b> Maksum, 2012. <i>Research Methodology in Sports. . Surabaya; Unipress UNESA.</i>	10%
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#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	55.42%
2.	Project Results Assessment / Product Assessment	24.42%
3.	Portfolio Assessment	2.92%
4.	Practice / Performance	8.75%
5.	Test	8,5%
		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.