	Universitas Negeri Surabaya **Faculty of Education,** **Early Childhood Education Teacher Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
EDUCATIONAL RESEARCH METHODOLOGY (Quantitative, Qualitative, PTK)	8620703161	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=4.77**	4	May 3, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)

PLO study program which is charged to the course

PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned

Program Objectives (PO)

PO - 1	Students are able to understand quantitative, qualitative, PTK and R&D research methods
PO - 2	Students are able to understand the structure of research proposals and theses

PLO-PO Matrix

P.O	PLO-3
PO-1	✔
PO-2	✔

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

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1	✔	✔	✔	✔	✔	✔	✔	✔								
PO-2									✔	✔	✔	✔	✔	✔	✔	✔

Short Course Description	This course examines the basic concepts and implementation of qualitative, quantitative and RnD research in accordance with educational research steps and procedures, including: formulation, hypothesis, research variables, research design, sampling techniques, data collection methods, instrument development, data analysis, interpretation of research results, drawing conclusions, and preparing proposals in accordance with scientific principles and ethics. The learning strategies used in this course are case studies, lectures, group discussions, and simulations.

References

Main :

1. Hadi, Sutrisno. 2015. Metodologi Riset . Yogyakarta: Pustaka Pelajar.
2. Creswell, John W. 2016. Research Design , Pendekatan, metode kualitatif, Kuantitatif, dan Campuran. Yogyakarta: Pustaka Pelajar
3. Rusijono dan Mustaji. 2013. Penelitian teknologi pembelajaran . Surabaya: Unesa University Press.

Supporters:

1. Kurniawan, A. (2018). Metodologi penelitian pendidikan.
2. Hermawan, I., & Pd, M. (2019). Metodologi penelitian pendidikan (kualitatif, kuantitatif dan mixed method). Hidayatul Quran.
3. Ghony, M. D. (2016). Metodologi penelitian pendidikan: Pendekatan kuantitatif.

Supporting lecturer	Dr. Ruqoyyah Fitri, S.Ag., M.Pd. Wulan Patria Saroinsong, S.Psi., M.Pd., Ph.D.

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	Understanding of basic concepts and types of research.	1.Can explain the meaning of research 2.Can explain types of research based on field 3.Can explain the type of research based on the research location 4.Can explain types of research based on research approaches	**Criteria:** Students can explain correctly **Form of Assessment** : Participatory Activities	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations	**Material:** Educational Research Methodology **References:** *Creswell, John W. 2016. Research Design, Approaches, Qualitative, Quantitative and Mixed Methods. Yogyakarta: Student Library*	2%
2	Formulate research problems	1.Able to find research problems in the field of Educational Technology 2.Able to formulate research problems in the field of Educational Technology	**Criteria:** 75% of students were able to formulate research problems in the field of PAUD **Form of Assessment** : Participatory Activities	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations	**Material:** Educational Research Methodology **Library:** *Hermawan, I., & Pd, M. (2019). Educational research methodology (qualitative, quantitative and mixed method). Hidayatul Quran.*	3%
3	Research problems and variables	1.Students understand the concept of research variables 2.Students understand the concept of research variable status 3.Students are able to explain the research variables of a research problem	**Criteria:** Students are able to formulate objectives and state the variables in each research problem well **Form of Assessment** : Participatory Activities	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations	**Material:** Educational Research Methodology **Library:** *Hermawan, I., & Pd, M. (2019). Educational research methodology (qualitative, quantitative and mixed method). Hidayatul Quran.*	2%
4	Formulate the objectives and benefits of research	Students formulate the objectives and benefits of research according to the problem chosen	**Criteria:** Students are able to formulate research problems, research objectives and research benefits correctly **Form of Assessment** : Participatory Activities	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations		3%
5	Students understand material regarding literature review	Students explain the purpose of conducting a literature review	**Criteria:** Students are able to explain the purpose of the literature review correctly **Form of Assessment** : Portfolio Assessment	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations	**Material:** Educational Research Methodology **References:** *Ghony, MD (2016). Educational research methodology: A quantitative approach.*	5%

6	Able to formulate hypotheses	1. Students explain the meaning of hypothesis 2. Students explain the types of hypotheses 3. Students formulate a hypothesis 4. Able to explain the theory underlying the hypothesis	**Criteria:** Students are able to explain everything from understanding to the theory underlying the hypothesis correctly **Form of Assessment** : Portfolio Assessment	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations	**Material:** Education Research Methodology **Library:** *Kurniawan, A. (2018). Educational research methodology.*	5%
7	Understand different types of research	1. Students explain the types of research based on their field 2. Students explain the types of research based on the location 3. Students explain the types of research based on their use 4. Students explain the types of research based on their approach	**Criteria:** Students are able to explain the type of research correctly **Form of Assessment** : Participatory Activities	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations	**Material:** Types of research methods **References:** *Creswell, John W. 2016. Research Design, Approaches, qualitative, Quantitative and Mixed methods. Yogyakarta: Student Library*	10%
8	Students master the lecture material for meetings 1 - 7	Students work on UTS questions	**Criteria:** Students can do UTS questions well **Form of Assessment** : Test	Summative Test 4 X 50	Summative Test 4 X 50		15%
9	Students understand the population and research sample	1. Students explain the meaning of population 2. Students explain the meaning of sample 3. Students explain the main characteristics of the sample 4. Students explain the types of sampling techniques	**Criteria:** Students are able to explain the population and sample correctly **Form of Assessment** : Participatory Activities	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations	**Material:** Population and Sample **Bibliography:** *Ghony, MD (2016). Educational research methodology: A quantitative approach.*	2%
10	Understand various research data	Students choose a data design that suits the research problem and conditions in the field	**Criteria:** Students are able to explain various experimental designs and are able to choose experimental designs that suit the research problem and conditions in the field well. **Form of Assessment** : Participatory Activities	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations	**Material:** Research Design **Literature:** *Kurniawan, A. (2018). Educational research methodology.*	3%

11	Students are able to design research in the form of a TA research proposal and present it with independent, quality and measurable performance	1. Systematic accuracy of the proposal 2. Accuracy in writing the proposal 3. Consistency in proposal writing 4. Neatness of proposal presentation. Mastery of proposal material 5. Complexity of thinking 6. Punctuality and compliance with task plans	**Criteria:** 1. Conformity of the research proposal design with the research methodology 2. Accuracy in arguments during presentation **Form of Assessment** : Portfolio Assessment	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations	**Material:** Proposal Design **Bibliography:** *Creswell, John W. 2016. Research Design, Approaches, Qualitative, Quantitative and Mixed Methods. Yogyakarta: Student Library*	5%
12	Able to develop research instruments	1. Students are able to develop operational definitions of variables 2. Students are able to develop variable indicators 3. Students are able to create an instrument development grid 4. Students are able to arrange instrument items	**Criteria:** Students are able to answer questions correctly and are able to do assignments well **Form of Assessment** : Portfolio Assessment	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations	**Material:** Proposal Structure **Literature:** *Hermawan, I., & Pd, M. (2019). Educational research methodology (qualitative, quantitative and mixed method). Hidayatul Quran.*	5%
13	Able to analyze data correctly	1. Students master various data analysis techniques 2. Students are able to choose data analysis techniques appropriately.	**Criteria:** Students can answer assessment items correctly **Form of Assessment** : Participatory Activities	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations	**Material:** Data Analysis **Literature:** *Ghony, MD (2016). Educational research methodology: A quantitative approach.*	5%
14	Able to prepare research proposals	Able to prepare proposals in the field of educational technology	**Criteria:** Students are able to prepare proposals correctly **Form of Assessment** : Participatory Activities	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations	**Material:** Educational Technology Research **Library:** *Rusijono and Mustaji. 2013. Learning technology research. Surabaya: Unesa University Press.*	10%
15	Able to prepare research proposals	Able to prepare proposals in the field of educational technology	**Criteria:** Students are able to prepare proposals correctly **Form of Assessment** : Participatory Activities	case studies, lectures, group discussions, and 4 X 50 simulations	case studies, lectures, group discussions, and 4 X 50 simulations	**Material:** Educational Technology Research **Library:** *Rusijono and Mustaji. 2013. Learning technology research. Surabaya: Unesa University Press.*	10%

16		Students take the Final Semester Examination	**Criteria:** Students are able to do well in the Final Semester Examination **Form of Assessment** : Test	Summative Test 4 X 50	Summative Test 4 X 50		15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	30%
		100%

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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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 sub-topics.
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.