|  | Universitas Negeri Surabaya<br>Faculty of Education,<br>Early Childhood Education Teacher Education Undergraduate<br>Study Program | | | | | Document<br>Code |
|---|---|---|---|---|---|---|

## SEMESTER LEARNING PLAN

| Courses | | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation<br>Date |
|---|---|---|---|---|---|---|---|---|
| Research Methodology II | | 8620702056 | | T=2 | P=0 | ECTS=3.18 | 6 | July 18, 2024 |
| AUTHORIZATION | | SP Developer | | Course Cluster Coordinator | | | Study Program<br>Coordinator | |
| | | ...................................... | | ...................................... | | | Kartika Rinakit Adhe, S.Pd.,<br>M.Pd. | |

| Learning<br>model | Case Studies |
|---|---|
| Program<br>Learning<br>Outcomes<br>(PLO) | **PLO study program which is charged to the course** |

**Program Objectives (PO)**

**PLO-PO Matrix**

| | P.O |
|---|---|

**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 |

| Short<br>Course<br>Description | This course examines research concepts in the field of early childhood education and their applications. Some of the material that will be studied includes the meaning of development research and action research; development research design and action research; data and data collection techniques, how to determine samples for development research and action research; development data analysis techniques and action research; writing development research and action research proposals. After taking this course, students are expected to be able to design, create and analyze the steps of development research and action research; data and data collection techniques, how to determine samples; data analysis technique; writing research proposals. applied. The methods applied in this course are lectures, questions and answers, discussions, demonstrations and giving assignments. Lectures are carried out using a system of presentations, discussions, project assignments and reflection |
|---|---|
| References | **Main :** |
| | |
| | **Supporters:** |
| | |
| Supporting<br>lecturer | Muhammad Reza, S.Psi., M.Si.<br>Kartika Rinakit Adhe, S.Pd., M.Pd. |

| Week- | Final abilities of<br>each learning<br>stage<br>(Sub-PO) | Evaluation | | Help Learning,<br>Learning methods,<br>Student Assignments,<br>[ Estimated time] | | Learning<br>materials<br>[<br>References<br>] | Assessment<br>Weight (%) |
|---|---|---|---|---|---|---|---|
| | | Indicator | Criteria & Form | Offline (<br>offline ) | Online ( online ) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | Knowledge of the concepts of development research and action research | Students are able to understand the nature of development research and action research | **Criteria:**<br>1.3 = Students are able to answer and understand the lecturer's questions very well<br>2.2 = Students are able to answer and understand the lecturer's questions well<br>3.1 = Student is unable to answer and understand questions well | Discussion Lectures 2 X 50 | | | 0% |
| 2 | Understanding of data and development research data collection techniques | Students understand the data and collection techniques that exist in development research | **Criteria:**<br>1.3 = Students are able to answer and understand the lecturer's questions very well<br>2.2 = Students are able to answer and understand the lecturer's questions well<br>3.1 = Student is unable to answer and understand questions well | Inquiry 2 X 50 | | | 0% |
| 3 | Analysis of population and sample determination in development research | Students are able to analyze population and sample determination in development research | | Discussion 2 X 50 | | | 0% |
| 4 | Able to analyze data analysis techniques used in development research | Students understand and analyze data analysis techniques in development research | | Discussion Lectures 2 X 50 | | | 0% |
| 5 | Able to analyze data analysis techniques used in development research | Students understand and analyze technical data analysis in development research | | Discussion Lectures 2 X 50 | | | 0% |
| 6 | Developing instruments, validity and reliability | Students are able to compose instruments and analyze the validity and reliability of the instruments | | inquiry 2 X 50 | | | 0% |
| 7 | prepare a draft development research proposal | | | 2 X 50 | | | 0% |
| 8 | UTS | UTS | | UTS 2 X 50 | | | 0% |
| 9 | Understanding of the typology and scope of action research and the characteristics, objectives and benefits of action research | 1. Students are able to understand the scope and scope of action research2. Students are able to understand the characteristics of the objectives and benefits of action research | | Lecture discussion 2 X 50 | | | 0% |

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|---|---|---|---|---|---|---|---|
| **10** | Understanding of the typology and scope of action research and the characteristics, objectives and benefits of action research | 1. Students are able to understand the scope and scope of action research2. Students are able to understand the characteristics of the objectives and benefits of action research | | Lecture discussion 2 X 50 | | | 0% |
| **11** | Mastery of the concept of problem identification and formulation in PTK | 1. Students are able to identify problems in PTK2. Students are able to plan plans to solve problems in PTK | | Discussion Lectures 2 X 50 | | | 0% |
| **12** | understand the techniques and analysis required in classroom action research | 1.Students are able to select and use the techniques and tools needed in classroom action research 2.Students are able to carry out observations in classroom action research 3.Students are able to carry out analysis in classroom action research | | Discussion Lectures 2 X 50 | | | 0% |
| **13** | understand the techniques and analysis required in classroom action research | 1.Students are able to select and use the techniques and tools needed in classroom action research 2.Students are able to carry out observations in classroom action research 3.Students are able to carry out analysis in classroom action research | | Discussion Lectures 2 X 50 | | | 0% |
| **14** | Prepare a PTK plan | Students are able to make PTK plans | | Assignment 2 X 50 | | | 0% |
| **15** | Prepare a PTK plan | Students are able to make PTK plans | | Assignment 2 X 50 | | | 0% |
| **16** | uas | | | area 2 X 50 | | | 0% |

**Evaluation Percentage Recap: Case Study**

| No | Evaluation | Percentage |
|---|---|---|
| | | 0% |

**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.