	Universitas Negeri Surabaya Faculty of Languages and Arts Doctoral Study Program in Arts Education	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Art Education Research Methodology	8801004003	Compulsory Curriculum Subjects - Institutional	T=4	P=0	ECTS=10.08	1	January 31, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	TIM MBKM	TIM MBKM	Dr. Setyo Yanuartuti, M.Si.

Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-7	Able to prepare interdisciplinary, multidisciplinary or transdisciplinary research, including theoretical studies and/or experiments in the fields of science, technology, arts and innovation which are outlined in the form of dissertations, and papers that have been published in reputable international journals
	PLO-12	Able to build a comprehensive theoretical framework in arts education research based on Indonesian cultural capital.
	Program Objectives (PO)	
	PO - 1	able to identify initial considerations in research
	PO - 2	able to analyze the philosophical basis of research
	PO - 3	Able to analyze Research Design
	PO - 4	Able to analyze research methods
	PLO-PO Matrix	

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

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																
PO-3																
PO-4																

Short Course Description	This course examines qualitative, quantitative and mixed research methods and applies them to arts education research, which includes philosophy, approaches, methodology, research design, data analysis and interpreting educational research data using qualitative, quantitative and mixed methods.	
References	**Main :**	

	1. Creswell, John W. 2013. Qualitative Inquiry & Research Design: Choosing Among Five Appoaches, Third Edition. London: SAGE. 2. Creswell, John W & J David Creswell. 2018. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Fifth Edition. London: SAGE.
	Supporters:
Supporting lecturer	Prof. Dr. H. Setya Yuwana, M.A. Dr. Anik Juwariyah, M.Si. Dr. Setyo Yanuartuti, M.Si.

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	students are able to identify basic considerations in selecting research		**Criteria:** 1.score 4: very suitable to the aspects of research selection 2.score 3: in accordance with the aspects of research selection 3.score 2: less appropriate to the aspects of research selection **Form of Assessment** : Participatory Activities	Lectures, questions and answers and discussions			2%
2			**Criteria:** Accuracy in determining the focus of the problem **Form of Assessment** : Participatory Activities	Problem-based learning		**Material:** determining the focus of the problem **References:** *Creswell, John W & J David Creswell. 2018. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Fifth Edition. London: SAGE.*	5%
3			**Criteria:** Accuracy in determining the focus of the problem **Form of Assessment** : Participatory Activities, Portfolio Assessment	Problem-based learning			5%
4			**Criteria:** Accuracy in determining the focus of the problem **Form of Assessment** : Portfolio Assessment	Problem-based learning			5%

5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	9.5%
2.	Portfolio Assessment	7.5%
		17%

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.