



**Universitas Negeri Surabaya
Faculty of Education,
Doctoral Study Program in Educational Technology**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																					
Advanced Research Methodology	8600303012	Compulsory Study Program Subjects	T=3	P=0	ECTS=7.56	2	February 26, 2024																																																																																																					
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																																																																						
		Dr. Atan Pramana, M.Pd.; Dr. SyaiputraWahyuda Meisa Diningrat, M.Pd	Prof. Dr. Rusijono, M.Pd.			Prof. Dr. Mustaji, M.Pd.																																																																																																						
Learning model	Case Studies																																																																																																											
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																											
	Program Objectives (PO)																																																																																																											
	PO - 1	Have a professional attitude/ethics in the field of research methodology in accordance with the Educational Technology family.																																																																																																										
	PO - 2	Mastering research methodology in creating, utilizing, evaluating and managing according to the Educational Technology family.																																																																																																										
	PO - 3	Using the theoretical basis of the field of educational technology in creating, utilizing, evaluating and managing the results of development and/or research.																																																																																																										
	PO - 4	Produce scientific research based on scientific methodology in accordance with the Educational Technology family.																																																																																																										
	PLO-PO Matrix																																																																																																											
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4																																																																																																						
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																												
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <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> </thead> <tbody> <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> <tr><td>PO-4</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> </tbody> </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																	PO-4																						
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Short Course Description	This course examines the basic concepts and implementation of qualitative and quantitative research in accordance with the steps and procedures of educational research, 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.																																																																																																											
References	Main :																																																																																																											
	<ol style="list-style-type: none"> 1. Howard Lune & Bruce Berg. 2017. Qualitative Research Methods for the Social Sciences, 9th edition. Boston: Pearson. 2. Agustinus Bandur. 2019. Penelitian Kualitatif Studi Multi-Disiplin Keilmuan Dengan NVivo 12 Plus. Jakarta: Mitra Wacana Media. 3. Creswell, John W. 2016. Research Design, Pendekatan, metode kualitatif, Kuantitatif, dan Campuran. Yogyakarta: PustakaPelajar. 4. Rusijono dan Mustaji. 2013. Penelitian teknologi pembelajaran. Surabaya: Unesa University Press. 																																																																																																											
	Supporters:																																																																																																											

1. Gerald J. Miller and Kaifeng Yang. 2008. Handbook of Research Methods in Public Administration, Boca Raton: Taylor & Francis.
2. Lexy J. Moleong. 2000. Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya.
3. Robert K. Yin. 2011. Qualitative Research from Start to Finish. New York: Guildford Press.
4. McMillan, James H., Schumacher, Sally. 2010. Research in Education, Seventh Edition.
5. Hadi, Sutrisno. 2015. Metodologi Riset. Yogyakarta: Pustaka Pelajar.
6. Cozby, Paul C., Bates, Scott C. 2012. Methods in behavioral research. New York: McGraw-Hill Companies, Inc.

Supporting lecturer
 Prof. Dr. Rusijono, M.Pd.
 Prof. Dr. Ismet Basuki, M.Pd.
 Dr. Atan Pramana, M.Pd.
 Dr. Syaiputra Wahyuda Meisa Diningrat, 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	Students are able to describe the concepts, paradigms and characteristics of qualitative and quantitative research and their differences.	1.Understand research concepts and variables 2.Understand research paradigms and characteristics 3.Able to explain the differences between qualitative and quantitative research	Criteria: 75% of students can explain correctly Form of Assessment : Project Results Assessment / Product Assessment	Lectures, discussions, questions and answers, 2x50 assignments	1. Asynchronous online course 2. Synchronous online course 1x50	Material: Understanding research concepts and variables Library: <i>Rusijono and Mustaji. 2013. Learning technology research. Surabaya: Unesa University Press.</i> Material: Understanding research paradigms and characteristics References: <i>Gerald J. Miller and Kaifeng Yang. 2008. Handbook of Research Methods in Public Administration, Boca Raton: Taylor & Francis.</i> Material: Able to explain the differences between qualitative and quantitative research. Reference: <i>Hadi, Sutrisno. 2015. Research Methodology. Yogyakarta: Student Library.</i>	2%

2	Students are able to formulate research problems and research variables.	<ol style="list-style-type: none"> 1. Able to formulate research problems 2. Able to formulate research variables 	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	<ol style="list-style-type: none"> 1. Asynchronous online course 2. Synchronous online course 1x50 	<p>Material: Able to formulate research problems References: <i>Howard Lune & Bruce Berg. 2017. Qualitative Research Methods for the Social Sciences, 9th edition. Boston: Pearson.</i></p> <p>Material: Able to formulate research variables. References: <i>Rusijono and Mustaji. 2013. Learning technology research. Surabaya: Unesa University Press.</i></p> <p>Material: Able to formulate research variables References: <i>McMillan, James H., Schumacher, Sally. 2010. Research in Education, Seventh Edition.</i></p>	2%
3	Students are able to formulate the aims and benefits of research	<ol style="list-style-type: none"> 1. Able to formulate goals 2. Able to formulate the benefits of research 	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	<ol style="list-style-type: none"> 1. Asynchronous online course 2. Synchronous online course 1x50 	<p>Material: Able to formulate objectives Reader: <i>Rusijono and Mustaji. 2013. Learning technology research. Surabaya: Unesa University Press.</i></p> <p>Material: Able to formulate the benefits of research References: <i>Gerald J. Miller and Kaifeng Yang. 2008. Handbook of Research Methods in Public Administration, Boca Raton: Taylor & Francis.</i></p>	2%
4	Students are able to formulate literature reviews and hypotheses	<ol style="list-style-type: none"> 1. Able to formulate literature reviews 2. Able to formulate a hypothesis 	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	<ol style="list-style-type: none"> 1. Asynchronous online course 2. Synchronous online course 1x50 	<p>Material: Able to formulate a literature review References : <i>Creswell, John W. 2016. Research Design, Approach, qualitative, Quantitative and Mixed methods. Yogyakarta: PustakaPelajar.</i></p> <p>Material: Able to formulate a hypothesis References: <i>Cozby, Paul C., Bates, Scott C. 2012. Methods in behavioral research. New York: McGraw-Hill Companies, Inc.</i></p>	2%

5	Students are able to develop populations, research samples, and research instruments	<ol style="list-style-type: none"> 1. Able to develop population 2. Able to develop research samples 3. Able to develop research instruments 	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	<ol style="list-style-type: none"> 1. Asynchronous online course 2. Synchronous online course 1x50 	<p>Material: Able to develop population</p> <p>Reader: <i>Rusijono and Mustaji. 2013. Learning technology research. Surabaya: Unesa University Press.</i></p> <hr/> <p>Material: Able to develop research samples</p> <p>References: <i>Creswell, John W. 2016. Research Design, Approach, qualitative, Quantitative and Mixed methods. Yogyakarta: PustakaPelajar.</i></p> <hr/> <p>Material: Able to develop research instruments</p> <p>Reader: <i>Hadi, Sutrisno. 2015. Research Methodology. Yogyakarta: Student Library.</i></p>	2%
6	Students are able to understand various experimental designs and data collection methods appropriate to research variables	<ol style="list-style-type: none"> 1. Able to understand various experimental designs that are appropriate to research variables 2. Able to understand various data collection methods that are appropriate to research variables 	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	<ol style="list-style-type: none"> 1. Asynchronous online course 2. Synchronous online course 1x50 	<p>Material: Able to understand various experimental designs that are appropriate to research variables.</p> <p>References: <i>Creswell, John W. 2016. Research Design, Approaches, Qualitative, Quantitative and Mixed methods. Yogyakarta: PustakaPelajar.</i></p> <hr/> <p>Material: Able to understand various data collection methods that are appropriate to research variables.</p> <p>References: <i>Hadi, Sutrisno. 2015. Research Methodology. Yogyakarta: Student Library.</i></p>	2%
7	Students are able to understand various types of qualitative research approaches	Able to understand various types of qualitative research approaches (historical, narrative, ethnography, phenomenology, grounded theory, and case studies)	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	<ol style="list-style-type: none"> 1. Asynchronous online course 2. Synchronous online course 1x50 	<p>Material: Able to understand various types of qualitative research approaches (historical, narrative, ethnography, phenomenology, grounded theory, and case studies)</p> <p>Bibliography: <i>Robert K. Yin. 2011. Qualitative Research from Start to Finish. New York: Guildford Press.</i></p>	2%

8	UTS	Mastering meeting material 1-7	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	1. Asynchronous online course 2. Synchronous online course 1x50	<p>Material: Qualitative research Bibliography: <i>Howard Lune & Bruce Berg. 2017. Qualitative Research Methods for the Social Sciences, 9th edition. Boston: Pearson.</i></p> <hr/> <p>Material: Quantitative research References: <i>Creswell, John W. 2016. Research Design, Approach, qualitative, Quantitative and Mixed methods. Yogyakarta: PustakaPelajar.</i></p>	3%
9	Students are able to formulate problems, operationalize and conceptualize qualitative research problems	<ol style="list-style-type: none"> 1. Able to formulate qualitative research problems 2. Able to operationalize qualitative research 3. Able to formulate conceptualization of qualitative research problems 	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	1. Asynchronous online course 2. Synchronous online course 1x50	<p>Material: Able to formulate qualitative research problems. References: <i>Howard Lune & Bruce Berg. 2017. Qualitative Research Methods for the Social Sciences, 9th edition. Boston: Pearson.</i></p> <hr/> <p>Material: Able to operationalize qualitative research Reference: <i>Robert K. Yin. 2011. Qualitative Research from Start to Finish. New York: Guildford Press.</i></p> <hr/> <p>Material: Able to formulate a conceptualization of qualitative research problems. Reference: <i>Lexy J. Moleong. 2000. Qualitative Research Methodology. Bandung: Rosdakarya Youth.</i></p>	2%

10	Students are able to collect, record and process data through interviews and document studies in qualitative research	<ol style="list-style-type: none"> 1. Able to collect through interviews and document studies in qualitative research 2. Able to record through interviews and document studies in qualitative research 3. Able to process data through interviews and document studies in qualitative research 	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	<ol style="list-style-type: none"> 1. Asynchronous online course 2. Synchronous online course 1x50 	<p>Material: Able to collect through interviews and document studies in qualitative research. Library: Howard Lune & Bruce Berg. 2017. <i>Qualitative Research Methods for the Social Sciences, 9th edition.</i> Boston: Pearson.</p> <p>Material: Able to record through interviews and document studies in qualitative research. References: McMillan, James H., Schumacher, Sally. 2010. <i>Research in Education, Seventh Edition.</i></p> <p>Material: Able to process data through interviews and document studies in qualitative research. Reference: Robert K. Yin. 2011. <i>Qualitative Research from Start to Finish.</i> New York: Guildford Press.</p>	2%
11	Students are able to formulate the credibility of qualitative data	Able to formulate the credibility of qualitative data	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	<ol style="list-style-type: none"> 1. Asynchronous online course 2. Synchronous online course 1x50 	<p>Material: Able to formulate the credibility of qualitative data Reference: Robert K. Yin. 2011. <i>Qualitative Research from Start to Finish.</i> New York: Guildford Press.</p>	2%
12	Students are able to analyze qualitative data manually and with Nvivo technology.	Able to analyze qualitative data manually	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	<ol style="list-style-type: none"> 1. Asynchronous online course 2. Synchronous online course 1x50 	<p>Material: Able to analyze qualitative data manually. References: Creswell, John W. 2016. <i>Research Design, Approaches, Qualitative, Quantitative and Mixed methods.</i> Yogyakarta: PustakaPelajar.</p> <p>Material: Able to analyze qualitative data using a manual. Reader: Lexy J. Moleong. 2000. <i>Qualitative Research Methodology.</i> Bandung: Rosdakarya Youth.</p>	15%

13	Students are able to analyze qualitative data manually and with Nvivo technology.	Able to analyze qualitative data with Nvivo technology	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	<p>1. Asynchronous online course 2. Synchronous online course 1x50</p>	<p>Material: Able to analyze qualitative data with Nvivo technology Library: <i>Agustinus Bandur. 2019. Qualitative Research Multi-Disciplinary Scientific Study Using NVivo 12 Plus. Jakarta: Mitra Discourse Media.</i></p> <hr/> <p>Material: Able to analyze qualitative data with Nvivo technology Reader: <i>Robert K. Yin. 2011. Qualitative Research from Start to Finish. New York: Guildford Press.</i></p>	15%
14	Students are able to prepare quantitative or qualitative research proposals	Able to prepare quantitative or qualitative research proposals	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	<p>1. Asynchronous online course 2. Synchronous online course 1x50</p>	<p>Material: Able to prepare quantitative or qualitative research proposals References: <i>Creswell, John W. 2016. Research Design, Approaches, Qualitative, Quantitative and Mixed methods. Yogyakarta: PustakaPelajar.</i></p> <hr/> <p>Material: Able to prepare quantitative or qualitative research proposals Reader: <i>Robert K. Yin. 2011. Qualitative Research from Start to Finish. New York: Guildford Press.</i></p>	22%
15	Students are able to prepare quantitative or qualitative research proposals	Able to prepare quantitative or qualitative research proposals	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	<p>1. Asynchronous online course 2. Synchronous online course 1x50</p>	<p>Material: Able to prepare quantitative or qualitative research proposals References: <i>Creswell, John W. 2016. Research Design, Approaches, Qualitative, Quantitative and Mixed methods. Yogyakarta: PustakaPelajar.</i></p> <hr/> <p>Material: Able to prepare quantitative or qualitative research proposals Reader: <i>Robert K. Yin. 2011. Qualitative Research from Start to Finish. New York: Guildford Press.</i></p>	22%

16	UAS	Understand and be able to carry out meeting material 1-7	<p>Criteria: 75% of students can explain correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers, 2x50 assignments	<p>1. Asynchronous online course 2. Synchronous online course 1x50</p>	<p>Material: Able to prepare quantitative or qualitative research proposals References: <i>Creswell, John W. 2016. Research Design, Approaches, Qualitative, Quantitative and Mixed methods. Yogyakarta: PustakaPelajar.</i></p> <p>Material: Able to prepare quantitative or qualitative research proposals Reader: <i>Robert K. Yin. 2011. Qualitative Research from Start to Finish. New York: Guildford Press.</i></p> <p>Material: Able to prepare quantitative or qualitative research proposals Reader: <i>Rusijono and Mustaji. 2013. Learning technology research. Surabaya: Unesa University Press.</i></p> <p>Material: Able to prepare quantitative or qualitative research proposals. Reference: <i>Gerald J. Miller and Kaifeng Yang. 2008. Handbook of Research Methods in Public Administration, Boca Raton: Taylor & Francis.</i></p>	3%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	100%
		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.
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.