		Universitas Negeri Surabaya **Faculty of Languages and Arts** **Master of Arts and Culture Education Study Program**						**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
RESEARCH METHODOLOGY		8810903825			**T=3**	**P=0**	**ECTS=6.72**	1	August 27, 2023
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**		
		....		Prof.Dr. Setya Yuwana, M.A.			Dr. Anik Juwariyah, M.Si.		

Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	Program Objectives (PO)	
	PO - 1	CPMK1 Appreciative attitude towards the development of arts education CPMK2 Understand and apply the philosophical, juridical, historical, sociological, psychological and empirical foundations of education to master learning and learning theories as well as the school curriculum. CPMK3 Applying areas of expertise and utilizing science and technology, in solving problems and being able to adapt to the situations faced. CPMK4 Understand various types of quantitative and qualitative research.
	PLO-PO Matrix	

P.O
PO-1

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																

Short Course Description	This course is a basic course on quantitative and qualitative research theory with a practical approach, which is used as a conceptual basis in preparing a thesis research proposal. The material consists of quantitative and qualitative research theories or paradigms, characteristics of research approaches, research procedures, and writing research reports.

References	**Main :**

1. Kutha Ratna, N. 2010. Metodologi Penelitian Kajian Budaya dan Ilmu Sosial Humaniora pada Umumnya. Yogyakarta: Pustaka Pelajar.
2. Sugiono. 2007. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.
3. Bogdan, R.C. and Biklen, S.K. 1992. Qualitative Research for Education: An Introduction to Theory and Methods. Boston: Allyn and Bacon.
4. Gall, M.D. & Gall, J.P. & Borg, W.R. 1989. Education Research: An Introduction. Boston. New York: Allyn and Bacon.
5. Creswell, J.W. 2010. Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed. Penerjemah: Achmad Fawaid. Yogyakarta: Pustaka Pelajar.
6. Hendriyana, H. 2009. Metodologi Kajian Artefak Budaya Fisik (Fenomena Visual Bidang Seni). Bandung: Sunan Umbu STSI Press.
7. Emzir. 2010. Metodologi Penelitian Kualitatif: Analisis Data. Jakarta: PT Rajagrafindo Persada.

	Supporters:

Supporting lecturer	Prof. Dr. H. Setya Yuwana, M.A. Prof. Dr. Hj. Warih Handayaningrum, M.Pd. Dr. Anik Juwariyah, 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	Able to analyze the meaning, nature and scope of fine arts research and fine arts education.	1. Understand the meaning and nature of fine arts research and fine arts education..2. Understand the types of research.3. Distinguish between the scope of fine arts research and fine arts education.4. Analyzing a taxonomy of problems in fine arts research and fine arts education.	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments			8%
2	Able to analyze the meaning, nature and scope of fine arts research and fine arts education.	1. Understand the meaning and nature of fine arts research and fine arts education..2. Understand the types of research.3. Distinguish between the scope of fine arts research and fine arts education.4. Analyzing a taxonomy of problems in fine arts research and fine arts education.	**Form of Assessment** : Participatory Activities, Portfolio Assessment	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments			8%
3	Able to analyze concepts, characteristics, quantitative and qualitative research procedures and create research designs.	1. Understand the concept of quantitative and qualitative research.2. Analyze the characteristics of quantitative and qualitative research.3. Analyze quantitative and qualitative research procedures.4. Analyze the differences in quantitative and qualitative research principles.5. Create a research design.	**Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments			8%
4	Able to analyze concepts, characteristics, quantitative and qualitative research procedures and create research designs.	1. Understand the concept of quantitative and qualitative research.2. Analyze the characteristics of quantitative and qualitative research.3. Analyze quantitative and qualitative research procedures.4. Analyze the differences in quantitative and qualitative research principles.5. Create a research design.	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments			8%

5	Able to understand and create research problems with empirical and theoretical backgrounds.	1. Understand the Introduction part of research design.2. Create a concept map for the introductory section.3. Create a concept map of empirical facts.4. Create relevant theoretical maps.5. Classify research problems.6. Create research objectives and benefits.7. Create a framework for thinking.	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments			7%
6	Able to understand and create research problems with empirical and theoretical backgrounds.	1. Understand the Introduction part of research design.2. Create a concept map for the introductory section.3. Create a concept map of empirical facts.4. Create relevant theoretical maps.5. Classify research problems.6. Create research objectives and benefits.7. Create a framework for thinking.	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments			8%
7	Able to understand and make literature reviews in a research context.	1. Understand the purpose of the literature review.2. Understand the function of literature review.3. Understand relevant theories for research.4. Create a library review concept map.5. Understand the relationship between theories, assumptions and hypotheses in research	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments			7%
8	Able to understand and make literature reviews in a research context.	1. Understand the purpose of the literature review.2. Understand the function of literature review.3. Understand relevant theories for research.4. Create a library review concept map.5. Understand the relationship between theories, assumptions and hypotheses in research	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments			8%
9	Development research	1.Explain the meaning of development research 2.Discover the characteristics of development research	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	3 x 50 Minute online lectures	Presentation and question and answer 2 x 50 minutes	**Material:** Sugiyono, 2020 **References:**	8%

10	Able to find problem topics to be developed	Find development needs to be carried out	**Criteria:** The background is realized and the needs to be developed are discovered **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments	1. Lecture2. Problem solving3. Questions and answers4. Assignment	**Material:** Sugiyono, 2020 **References:**	8%
11	able to write a literature review according to the topic developed	Literature Review topics are in accordance with development topics	**Criteria:** Literature review topics, novelty of references, correct systematics **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments	. Lecture 2. Problem solving3. Questions and answers4. Assignment 2x50		10%
12	Able to understand and create quantitative research instruments.	1. Understand the concept and function of research instruments.2. Understand the techniques for making research instruments.3. Understand the relationship between research concepts, research data, research variables, and research instruments.4. Decomposing variables into indicators.5. Draft research instruments.		1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments			0%
13	Able to understand and create quantitative research instruments.	1. Understand the concept and function of research instruments.2. Understand the techniques for making research instruments.3. Understand the relationship between research concepts, research data, research variables, and research instruments.4. Decomposing variables into indicators.5. Draft research instruments.		1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments			0%

14	Able to analyze and apply data analysis theory.	1. Understand quantitative data analysis techniques.2. Understand qualitative data analysis techniques.3. Understand techniques for drawing conclusions for quantitative data analysis.4. Understand techniques for drawing conclusions for qualitative data analysis.		1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments			0%
15	Able to analyze and apply data analysis theory.	1. Understand quantitative data analysis techniques.2. Understand qualitative data analysis techniques.3. Understand techniques for drawing conclusions for quantitative data analysis.4. Understand techniques for drawing conclusions for qualitative data analysis.		1. Lecture2. Problem solving3. Questions and answers4. 3 x 50 Minute Assignments			0%
16	Final exams	Doing final semester exam assignments		Final Exam 3 x 50 Minutes			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	28.67%
2.	Project Results Assessment / Product Assessment	22%
3.	Portfolio Assessment	12.67%
4.	Practice / Performance	24.67%
		88.01%

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.