	Universitas Negeri Surabaya **Faculty of Economics and Business,** **Master of Economics Education Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Research methodology	8710303091		T=1	P=1	ECTS=4.48	1	May 16, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Prof. Dr. Waspodo Tjipto Subroto, M.Pd.	Dr. Susanti, S,Pd., M.Si.	Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D.

Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-12	Faithful to God Almighty and able to uphold human values in carrying out duties based on religion, morals and ethics
	PLO-16	Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of economic education in an independent, quality and measurable manner based on scientific rules, procedures and ethics in order to produce solutions, ideas, designs or art criticism
	Program Objectives (PO)	
	PO - 1	Able to apply research in the field of economic education
	PO - 2	Mastering the nature of economic education research which includes: educational research approaches, formulation of research problems, theoretical studies, research variables, populations and samples, data collection techniques and instruments, data analysis and interpretation of results, as well as the application of classroom action research in economic education.
	PO - 3	Able to prepare research proposals in economic education and classroom action research.
	PO - 4	Responsible for informing data and research results in economic education.
	PLO-PO Matrix	

P.O	PLO-12	PLO-16
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 explains the application of research in the field of education, which includes the nature of educational research, educational research approaches, formulation of research problems, theoretical studies, research variables, populations and samples, data collection techniques and instruments, data analysis and interpretation of results, as well as application Classroom action research in economics education.
References	**Main :**

1. Hines M.B., Armbruster K., Henze A., Lisak M., Romero-Ivanova C., Rowland L., Waggoner L. 2020. Action Research in Education. Oxford Bibligraphies
2. American Educational Research Association. 2006. Standards for reporting on empirical social science research in AERA publications. Educational Researcher 35.6: 33–40. 3. C
3. Creswell, J. W. 2009. Research design: Qualitative, quantitative, and mixed methods approaches. 3d ed. Los Angeles: SAGE.

Supporters:	

1. Green, J. L., G. Camilli, and P. B. Elmore. 2006. Handbook of complementary methods for research in education. Mahwah, NJ: Lawrence Erlbaum.
2. Hostetler, K. 2005. What is “good” education research? Educational Researcher 34.6: 16–21
3. Subroto W.T. 2019. Pengaruh Focus Disscussion Group (FGD) terhadap Pengembangan Profesi Guru Ekonomi di SMK di Kota Surabaya (Penelitian Dasar Pascasarjana Unesa Dana PNBP 2019)

Supporting lecturer	Prof.Dr. Waspodo Tjipto Subroto, M.Pd. Prof. Dr. Susanti, S.Pd., M.Si. Dr. Agung Listiadi, S.Pd., M.Ak.

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	Mastering the nature of educational research	1. Describe the meaning of educational research 2. Analyze the scope of educational research 3. Describe the benefits of educational research 4. Analyze examples of educational research	**Criteria:** non-test: Mastering the nature of educational research **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Lectures, CooperativeLearning, Analyzing case studies related to study material 100 minutes	Lectures, CooperativeLearning, Analyzing case studies related to study material 100 minutes	**Material:** Mastering the nature of educational research **Library:** *American Educational Research Association. 2006. Standards for reporting on empirical social science research in AERA publications. Educational Researcher 35.6: 33–40. 3. C*	3%
2	Mastering the types of educational research	1. Analyze research based on objectives 2. Describe research based on methods 3. Analyze research by place 4. Analyze research based on data type 5. Describe research based on data analysis	**Criteria:** non test: Mastering the types of educational research **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	Lectures, CooperativeLearning, Analyzing case studies related to study material 100 minutes	**Material:** Mastering the types of educational research. **Reference:** *Creswell, JW 2009. Research design: Qualitative, quantitative, and mixed methods approaches. 3d ed. Los Angeles: SAGE.*	3%
3	Mastering research approaches	1. Describe philosophical approaches to research in education 2. Describe the paradigm and characteristics of qualitative research 3. Describe the paradigm and characteristics of quantitative research. 4. Analyze the paradigms and characteristics of mixed research approaches	**Criteria:** non test: Mastering the research approach **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	**Material:** Mastering research approaches **References:** *Green, JL, G. Camilli, and PB Elmore. 2006. Handbook of complementary methods for research in education. Mahwah, NJ: Lawrence Erlbaum.*	3%

4	Mastering problem formulation	1. Analyze educational standards 2. Describe thinking skills for developing educational research 3. Finding problems in the field of education 4. Formulating problems in educational research 5. Creating the background of problems in educational research	**Criteria:** non test: Mastering problem formulation **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	**Material:** Mastering problem formulation. **References:** *Green, JL, G. Camilli, and PB Elmore. 2006. Handbook of complementary methods for research in education. Mahwah, NJ: Lawrence Erlbaum.*	3%
5	Mastering theory as a basis for analyzing problems and formulating hypotheses	1. Describe how to carry out theoretical analysis 2. Identifying plagiarism practices 3. Analyze efforts to prevent plagiarism 4. Applying citations in research 5. Applying references in research 6. Write a bibliography in research 7. Formulating hypotheses in educational research	**Criteria:** non-test: Mastering theory as a basis for analyzing problems and formulating hypotheses **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	**Material:** Mastering theory as a basis for analyzing problems and formulating hypotheses. **References:** *Green, JL, G. Camilli, and PB Elmore. 2006. Handbook of complementary methods for research in education. Mahwah, NJ: Lawrence Erlbaum.*	3%
6	Mastering variables and formulating operational definitions of variables	1. Identifying research variables 2. Describe the research variables operationally 3. Formulate operational definitions of variables	**Criteria:** non test: Mastering variables and formulating operational definitions of variables **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	**Material:** Mastering variables and formulating operational definitions of variables **Library:** *American Educational Research Association. 2006. Standards for reporting on empirical social science research in AERA publications. Educational Researcher 35.6: 33–40. 3. C*	7%
7	Mastering research design	1. Describe the quantitative research design 2. Apply a qualitative research design 3. Describe mixed research designs 4. Implementing a development research design	**Criteria:** non-test: Mastering research design **Forms of Assessment** : Participatory Activities, Practical Assessment, Practical / Performance	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	**Material:** Mastering research design **References:** *Hostetler, K. 2005. What is "good" education research? Educational Researcher 34.6: 16–21*	3%

8	UTS	UTS	**Criteria:** UTS **Form of Assessment** : Test	Midterm 100 minutes	Midterm 100 minutes	**Material:** - **Library:**	20%
9	Mastering sampling rules and data collection techniques	1. Describe the meaning of population and sample 2. Describe the sampling system in research 3. Apply sampling rules	**Criteria:** non test: Mastering sampling rules and data collection techniques **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	**Material:** Mastering sampling rules and data collection techniques **References:** *Creswell, JW 2009. Research design: Qualitative, quantitative, and mixed methods approaches. 3d ed. Los Angeles: SAGE.*	7%
10	Mastering the philosophy of classroom action research (PTK)	1. Identifying the characteristics of Classroom Action Research (CAR) 2. Describe the philosophical application of classroom action research 3. Describe the impact of implementing classroom action research 4. Describe the objectives of classroom action research	**Criteria:** non test: Mastering the philosophy of classroom action research (PTK) **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	**Material:** Mastering the philosophy of classroom action research (PTK) **Reference:** *Subroto WT 2019. The Influence of Focus Disscussion Group (FGD) on the Professional Development of Economics Teachers in Vocational Schools in Surabaya City (Unesa Postgraduate Basic Research Fund PNBP 2019)*	3%
11	Mastering field data analysis techniques in PTK	1. Comparing field data analysis techniques 2. Determine data analysis techniques in PTK 3. Applying data analysis techniques in PTK 4. Evaluate the application of data analysis techniques in PTK	**Criteria:** non test: Mastering field data analysis techniques in PTK **Forms of Assessment** : Participatory Activities, Practical Assessment, Practical / Performance	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	**Material:** Mastering field data analysis techniques in PTK **Library:** *Hostetler, K. 2005. What is "good" educational research? Educational Researcher 34.6: 16–21*	3%

12	Mastering the preparation of PTK proposals	1. Description of the background of the problem 2. Formulate research problems in PTK 3. Theoretical foundations in problem solving 4. Classroom action research method 5. Field data analysis techniques 6. Criteria for success in PTK	**Criteria:** non test: Mastering the preparation of PTK proposals **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	**Material:** Mastering the preparation of PTK proposals **Library:** *Hostetler, K. 2005. What is "good" educational research? Educational Researcher 34.6: 16–21*	3%
13	Mastering the preparation of PTK reports	1. Describe the systematics of preparing PTK reports 2. Analyzing data in PTK 3. Interpreting the results of data analysis 4. Determining conclusions in PTK 5. Prepare suggestions in the PTK report	**Criteria:** non test: Mastering the preparation of PTK reports **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	**Material:** Mastering the preparation of PTK **Pustaka reports:** *Green, JL, G. Camilli, and PB Elmore. 2006. Handbook of complementary methods for research in education. Mahwah, NJ: Lawrence Erlbaum.*	3%
14	Mastering the preparation of PTK reports	1. Describe the systematics of preparing PTK reports 2. Analyzing data in PTK 3. Interpreting the results of data analysis 4. Determining conclusions in PTK 5. Prepare suggestions in the PTK report	**Criteria:** non test: Mastering the preparation of PTK reports **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practical Assessment, Practical / Performance	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	**Material:** Mastering the preparation of PTK **Pustaka reports:** *Green, JL, G. Camilli, and PB Elmore. 2006. Handbook of complementary methods for research in education. Mahwah, NJ: Lawrence Erlbaum.*	3%
15	Presenting the results of educational research	1. Preparing a Research Report powerpoint 2. Able to present educational research results 3. Answer questions related to educational research results	**Criteria:** non test: Presenting the results of educational research **Forms of Assessment** : Participatory Activities, Practical Assessment, Practical / Performance	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	Lectures, Cooperative Learning, Analyzing case studies related to study material 100 minutes	**Material:** Presenting the results of research on **Library Education:** *Subroto WT 2019. The Influence of Focus Discussion Group (FGD) on the Professional Development of Economics Teachers in Vocational Schools in Surabaya City (Unesa Postgraduate Basic Research Fund PNBP 2019)*	3%
16	UAS	UAS	**Criteria:** UAS **Form of Assessment** : Test	UAS 100 minutes	UAS 100 minutes	**Material:** - **Library:**	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Portfolio Assessment	12%
3.	Practical Assessment	9.5%
4.	Practice / Performance	13.5%
5.	Test	50%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.