							Document Code
	Universitas Negeri Surabaya **Faculty of Education, Master of Education** **Education Management Study Program**						

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Educational Research Methodology		8610403095			T=3	P=0	ECTS=6.72	1	July 18, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator
		....		....		Dr. Amrozi Khamidi, S.Pd., M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that 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 Course Description	This course studies the concepts and theories of research methods in the field of education. The material coverage consists of theoretical discussions about research methodology related to the field of education. Quantitative and qualitative research studies were carried out to strengthen understanding of research methodology.

References	**Main :**

1.
   1) Bogdan Robert C.& Sari Biklen, Knopp. 1982. *Qualitative Research for Education; An Introduction to Theory and Methods;* Allyn and Bacon,Inc. Boston London
   2) Borg, W.R, Gall MD, 2003. *Educational Research* , Longman Inc.95 Street, White Palins, 106001
   3) Miles Matthew B., Haberman Michael A. 1984. *Qualitative Data Analysis; A Sourccebook of New Methods;* Sage Publication, Beverly Hills, London.
   4) Spradley, James. 1980. *Participant Observation.* Holt Rinehart and Winston.
   5) Sugiyono. 2005. *Memahami Penelitian Kualitatif.* CV Alfabeta. Bandung
   6) Sugiyono. 2007. *Metode Penelitian Kuantitatif* . Bandung Alfabeta.
   7) Thiagarajan, S., Semmel. D & Simmel, M. I. 1974. *Insctructional for Training Teancher of Expectional Children. Minnerpolis* , Minnesota: Leadership Training Institute/Special Education, University of Minnesota
   8) Buhari, Bustang. 2010. *Four-D Model (Model PengembanganPerangkatPembelajarandariThiagarajan,d k k)* **.** (o n l i n e) ,**(** http://bustangbuhari.wordpress.com/2011/08/25/four-d-model-model-pengembangan-perangkat-pembelajaran-dari-thiagarajan-dkk/ **),** diakses 3 Februari 2013.
   9) Moh. Nazir. 2005. Metode Penelitian. Bogor: Ghalia Indonesia.
   10) Y **Riyanto** . 2007. Metodologi **Penelitian** Pendidikan kualitatif dan kuantitatif.. Surabaya: Unesa university press

	Supporters:

Supporting lecturer	Prof. Dr. Yatim Riyanto, M.Pd. Dr. Erny Roesminingsih, 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	Study contract	Understanding learning contracts	**Criteria:** -	Discussion 3 X 50			0%
2	Understand and explain the identification of quantitative, developmental and qualitative research approaches	Able to search for reading sources, analyze and make academic conclusions about the differences in qualitative, quantitative and developmental approaches.	**Criteria:** Participation is carried out by observation and participation during the learning process	Assignment and Discussion 3 X 50			0%
3	Understand and explain the identification of quantitative, developmental and qualitative research approaches	Able to search for reading sources, analyze and make academic conclusions about the differences in qualitative, quantitative and developmental approaches.	**Criteria:** Participation is carried out by observation and participation during the learning process	Assignment and Discussion 3 X 50			0%
4	Understand the scope of education management	Able to search for reading sources, analyze and make academic conclusions about the scope of educational management	**Criteria:** Participation is carried out by observation and participation during the learning process	Assignment and Discussion 3 X 50			0%
5	Understand the scope of education management	Able to search for reading sources, analyze and make academic conclusions about the scope of educational management	**Criteria:** Participation is carried out by observation and participation during the learning process	Assignment and Discussion 3 X 50			0%
6	Understand quantitative research issues in the field of educational management	1. Able to search for and present quantitative and qualitative research issues in the field of educational management 2. Create research titles	**Criteria:** Participation is carried out by observation and participation during the learning process	Presentation and discussion 3 X 50			0%
7	Correlational quantitative research	Able to understand correlational research	**Criteria:** Participation is carried out by observation and participation during the learning process	Assignment and discussion 3 X 50			0%
8	UTS	Able to do UTS	**Criteria:** UTS, conducted in the middle of the semester	3 X 50 test			0%
9	Development Research	Able to understand development research	**Criteria:** Participation is carried out by observation and participation during the learning process	Presentation and discussion 3 X 50			0%

No	Course	Sub-PO	Criteria	Method			%
10	School action research and experiments	Able to understand school action research	**Criteria:** Participation is carried out by observation and participation during the learning process	Presentation and discussion 3 X 50			0%
11	Advanced qualitative research	Able to understand advanced qualitative research	**Criteria:** Participation is carried out by observation and participation during the learning process	Presentation and discussion, 3 X 50			0%
12	Understand the thesis proposal format	Able to understand thesis format	**Criteria:** Participation is carried out by observation and participation during the learning process	Presentation and discussion, 3 X 50			0%
13	Make proposals using qualitative, quantitative and development approaches	Able to make proposals with qualitative, quantitative and development approaches	**Criteria:** Participation is carried out by observation and participation during the learning process	Presentation and discussion, 3 X 50			0%
14	Make proposals using qualitative, quantitative and development approaches	Able to make proposals with qualitative, quantitative and development approaches	**Criteria:** Participation is carried out by observation and participation during the learning process	Presentation and discussion, 3 X 50			0%
15	Make proposals using qualitative, quantitative and development approaches	Able to make proposals with qualitative, quantitative and development approaches	**Criteria:** Participation is carried out by observation and participation during the learning process	Presentation and discussion, 3 X 50			0%
16	UAS	Able to master material 2 to 15	**Criteria:** UAS, conducted at the end of the semester to measure overall achievement of indicators (weight 3)	Test, Presentation and discussion, 3 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.