

		Universitas Negeri Surabaya Faculty of Education, Master of Education Education Management Study Program					Document Code																																										
SEMESTER LEARNING PLAN																																																	
Courses		CODE	Course Family		Credit Weight		SEMESTER	Compilation Date																																									
Quantitative Education Research Methodology		8610402049			T=2	P=0	ECTS=4.48	2 July 18, 2024																																									
AUTHORIZATION		SP Developer			Course Cluster Coordinator		Study Program Coordinator																																										
			Dr. Amrozi Khamidi, S.Pd., M.Pd.																																										
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; text-align: center;">P.O</td> <td colspan="16"></td> </tr> </table>							P.O																																								
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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;"> <tr> <td rowspan="2" style="width: 50px; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	The scope of the quantitative research methodology course includes aspects of developing ontology, epistemology and axiology of research using a quantitative approach. The development of ontology aspects in quantitative research methodology courses emphasizes students' ability to determine formal research objects and theories and formulate hypotheses. The epistemological aspect is accentuated on the ability to determine populations, samples, normality tests, homogeneity tests, research design, and statistical analysis techniques. The axiological aspect is emphasized on students' ability to discuss research results with the theory they want to verify.																																																
References	Main :																																																
	1. Cressewell, John W, 2013, <i>Pendekatan Kuantitatif, Kualittif, dan Mixed</i> , Yogyakarta: Pustaka Pelajar																																																
	Supporters:																																																
Supporting lecturer	Prof. Dr. Ekohariadi, M.Pd. Prof. Dr. Yatim Riyanto, 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 develop an ontology in quantitative research	<ol style="list-style-type: none"> 1.Review previous research 2.Identifying theoretical gaps 3.Describe the state of the art 4.Analyzing formal research objects 5.Formulate research problems 	Criteria: Assignment weight : 25% Performance weight : 25% Knowledge weight : 50%	Cooperative learning Constructivist learning 2 X 50			0%
2	Students are able to develop an ontology in quantitative research	<ol style="list-style-type: none"> 1.Review previous research 2.Identifying theoretical gaps 3.Describe the state of the art 4.Analyzing formal research objects 5.Formulate research problems 	Criteria: Assignment weight : 25% Performance weight : 25% Knowledge weight : 50%	Cooperative learning Constructivist learning 2 X 50			0%
3	Students are able to develop an ontology in quantitative research	<ol style="list-style-type: none"> 1.Review previous research 2.Identifying theoretical gaps 3.Describe the state of the art 4.Analyzing formal research objects 5.Formulate research problems 	Criteria: Assignment weight : 25% Performance weight : 25% Knowledge weight : 50%	Cooperative learning Constructivist learning 2 X 50			0%
4	Students are able to develop an ontology in quantitative research	<ol style="list-style-type: none"> 1.Review previous research 2.Identifying theoretical gaps 3.Describe the state of the art 4.Analyzing formal research objects 5.Formulate research problems 	Criteria: Assignment weight : 25% Performance weight : 25% Knowledge weight : 50%	Cooperative learning Constructivist learning 2 X 50			0%
5	Formulate a framework of thought. Formulate a hypothesis	<ol style="list-style-type: none"> 1.Identifying concepts 2.Identify propositions 3.Identify principles 4.Formulate assumptions 5.Formulate a hypothesis 	Criteria: Assignment weight : 25% Performance weight : 25% Knowledge weight : 50%	Cooperative learning Constructivist learning 2 X 50			0%
6	Formulate a framework of thought. Formulate a hypothesis	<ol style="list-style-type: none"> 1.Identifying concepts 2.Identify propositions 3.Identify principles 4.Formulate assumptions 5.Formulate a hypothesis 	Criteria: Assignment weight : 25% Performance weight : 25% Knowledge weight : 50%	Cooperative learning Constructivist learning 2 X 50			0%

7	Formulate a framework of thought. Formulate a hypothesis	1. Identifying concepts 2. Identify propositions 3. Identify principles 4. Formulate assumptions 5. Formulate a hypothesis	Criteria: Assignment weight : 25% Performance weight : 25% Knowledge weight : 50%	Cooperative learning Constructivist learning 2 X 50			0%
8	MIDTERM EXAM			2 X 50			0%
9	Evaluating THEORY	1. Determine the sample 2. Apply normality test 3. Apply homogeneity test 4. Implement hypothesis testing 5. Draw a conclusion	Criteria: Assignments : 25% Portfolio : 25% Knowledge : 50%	Cooperative learning Constructivist learning 2 X 50			0%
10	Evaluating theories	1. Determine the sample 2. Apply normality test 3. Apply homogeneity test 4. Implement hypothesis testing 5. Draw conclusions	Criteria: 1. Weight assignment: 25% 2. Portfolio weight: 25% 3. Weight knowledge: 50%	1. Cooperative learning Constructivist learning 2 X 50			0%
11	Evaluating theories	1. Determine the sample 2. Apply normality test 3. Apply homogeneity test 4. Implement hypothesis testing 5. Draw conclusions	Criteria: 1. Weight assignment: 25% 2. Portfolio weight: 25% 3. Weight knowledge: 50%	1. Cooperative learning Constructivist learning 2 X 50			0%
12	Evaluating theories	1. Determine the sample 2. Apply normality test 3. Apply homogeneity test 4. Implement hypothesis testing 5. Draw conclusions	Criteria: 1. Weight assignment: 25% 2. Portfolio weight: 25% 3. Weight knowledge: 50%	1. Cooperative learning Constructivist learning 2 X 50			0%
13	Evaluating theories	1. Determine the sample 2. Apply normality test 3. Apply homogeneity test 4. Implement hypothesis testing 5. Draw conclusions	Criteria: 1. Weight assignment: 25% 2. Portfolio weight: 25% 3. Weight knowledge: 50%	1. Cooperative learning Constructivist learning 2 X 50			0%

14	Evaluating theories	1. Determine the sample 2. Apply normality test 3. Apply homogeneity test 4. Implement hypothesis testing 5. Draw conclusions	Criteria: Weight assignment: 25% Portfolio weight: 25% Weight knowledge: 50%	1. Cooperative learning Constructivist learning 2 X 50			0%
15	Evaluating theories	1. Determine the sample 2. Apply normality test 3. Apply homogeneity test 4. Implement hypothesis testing 5. Draw conclusions	Criteria: Weight assignment: 25% Portfolio weight: 25% Weight knowledge: 50%	1. Cooperative learning Constructivist learning 2 X 50			0%
16				2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.