

## Universitas Negeri Surabaya Faculty of Education, Basic Education Masters Study Program

Document Code

UNESA		Ba	sic Edu					ter				Pro	gra	am						
			SEME	ES <sup>-</sup>	ΓΕΙ	RI	_E	AR	NI	NG	S P	LA	N							
Courses			CODE				Co	ourse	Far	nily	Cre	dit W	eight	i	S	EME	STER	Cor	mpila e	tion
Data Process	sing & Analysis		855250201					ompul udv F			T=2	P=(	EC	CTS=4.4	8	2		July	/ 18, 2	2024
AUTHORIZA <sup>-</sup>	TION		SP Develo	per				uuy F ubject		Cou	ırse (		er		S	tudy	Progr inator	am		
			Dr. Miftakh M.Si.,Psiko M.Sc., Ph.I	log F				wati,		Dr.	Miftal	khul J	Janna Psikol	,			1ariana		Pd., M.	.Sc.,
Learning model	Project Based L	_earninç	9						•						<u>-</u>					
Program	PLO study pro	gram t	hat is char	ged	to th	е со	urse	<u>;</u>												
Learning Outcomes (PLO)	PLO-8	attenti	o make deci ion to and ap nation and da	oply h	in th	ne co	ntext s valu	of so ies ba	ving sed	scie on p	nce a	ınd te al or	chno expe	logy dev rimental	/elop ana	ment lytical	proble studie	ems thes of	nat pa	у
	PLO-9	creativ	o communic ve learning ii num Sinta 4)	n the	field	of ba	isic e	ducat	ion t	hrou	gh pu									and
	PLO-10	Able to	o develop so ssional pract	ience ice th	e and roug	tech h eth	nolo nope	gy in dago	the f	ield c ased	of bas	ic ed arch	ucatio to pro	on base oduce in	d on nova	globa tive a	l litera nd tes	cy or ted w	ork	
	Program Object	ctives (	PO)																	
	PO - 1	СРМК	1 Have the	skills	to p	roces	ss res	search	n dat	а										
	PO - 2	СРМК	2 Have the	skills	to a	nalyz	e dat	ta with	naq	uant	itative	е арр	roach	1						
	PO - 3	СРМК	3 Have the	skills	to a	nalyz	e dat	ta with	n a q	ualita	ative	appro	ach							
	PO - 4	CPMK approa	4 Prepare aches	rese	arch	prop	osal	s in a	a co	nstru	ctivis	t mai	nner	using b	oth	quant	itative	and	qualit	ative
	PLO-PO Matrix	(																		
				-1				1						i						
			P.O		Р	LO-8			PL	O-9			PLO-	10						
			PO-1																	
			PO-2																	
			PO-3																	
			PO-4																	
	PO Matrix at th	ne end	of each lea	rnin	g sta	age (	Sub	-PO)												
			P.O									Wee	ek							]
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	]
		РО	)-1																	]
		РО	)-2																	]
		РО	)-3																ĺ	]
		РО	)-4																	1
		-			·							<u> </u>		·					1	-

Short Course Descript		m, data analysis and	interpretation of Quantit	ative and	Qualitative research resu	ults.	
Reference	ces Main:						
	Supporters:						
		, J. & Wallen, N. 200			tif, Kuantitatif, dan Mixed Research in Education		
Supporti lecturer	Dr. Hadi Warsito Dr. Miftakhul Jan	Wiryosutomo, M.Si., nah, S.Psi., M.Si.,Psi	Kons. kolog				
	Final abilities of each learning	Eva	luation	Stu	Help Learning, earning methods, dent Assignments, Estimated time]	Learning materials	Assessment
Week-	stage (Sub-PO)	Indicator	Criteria & Form	Offline ( offline )	Online ( <i>online</i> )	References ]	Weight (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding Data Shapes		Form of Assessment : Participatory Activities				0%
2	Understanding quantitative data collection	Explain quantitative data collection	Criteria: Participation: 20% Assignments: 30% Final Examination: 30%  Form of Assessment : Participatory Activities			Material: quantitative data collection References: Creswell, John F. 2010. Research Design- Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	0%

3		Explaining the Processing and Presentation of Quantitative Data.	Criteria: Rubric Criteria Attached Non- Test Form • Group Presentation • Review of paper documents  Form of Assessment : Participatory Activities	Material: Processing and Presenting Quantitative Data References: Creswell, John F. 2010. Research Design- Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	0%
4			Form of Assessment : Portfolio Assessment		0%
5	Understanding Hypothesis Testing, Differential Tests and Interpretation	Explaining Hypothesis Testing, Differential Tests and Interpretation	Criteria: Rubric Criteria Attached Non- Test Form ● Group Presentation ● Review of paper documents  Form of Assessment : Participatory Activities, Portfolio Assessment	Material: Hypothesis Testing, Differential Tests and Interpretation Literature: Creswell, John F. 2010. Research Design- Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	0%

6	Understanding	Explaining	Criteria:	Material:	0%
	Hypothesis Testing, Influence Testing and Interpretation	Hypothesis Testing, Influence Testing and Interpretation	Rubric Criteria Attached Non- Test Form  Group Presentation  Form of Assessment : Participatory Activities	Hypothesis Testing, Influence Testing and Interpretation References: Creswell, John F. 2010. Research Design- Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	
7	Understanding Qualitative data collection	Explaining qualitative data collection	Criteria: Rubric Criteria Attached Non- Test Form ● Group Presentation ● Review of paper documents  Form of Assessment : Participatory Activities, Portfolio Assessment	Material: Qualitative data collection References: Creswell, John F. 2010. Research Design- Qualitative, Quantitative, and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	0%
8	Midterm Evaluation / Midterm Exam	Midterm Evaluation / Midterm Exam	Criteria: Midterm Evaluation / Midterm Exam	Material: Midterm Evaluation / Midterm Exam References: Creswell, John F. 2010. Research Design- Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	0%

_				T T		
9	Understanding Indepth Interviews, FGDs, Participation-observation	Explaining In-depth Interviews, FGDs, Participation-observation	Criteria: Rubric Criteria Attached Non- Test Form ● Group Presentation ● Review of paper documents  Form of Assessment: Participatory Activities, Portfolio Assessment		Material: Indepth interviews, FGD, participant-observation References: Creswell, John F. 2010. Research Design-Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	0%
10	Understanding Validation and Reliability of Qualitative Data.	Explaining the Validation and Reliability of Qualitative Data.	Criteria: Rubric Criteria Attached Non- Test Form ● Group Presentation ● Review of paper documents  Form of Assessment : Participatory Activities, Portfolio Assessment		Material: Validation and reliability of Qualitative Data. References: Creswell, John F. 2010. Research Design- Qualitative, and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	0%
11	Understanding Qualitative Data Processing.	Explaining Qualitative Data Processing.	Criteria: Rubric Criteria Attached Non- Test Form ● Group Presentation ● Review of paper documents  Form of Assessment: Participatory Activities, Portfolio Assessment		Material: Qualitative Data Processing. References: Creswell, John F. 2010. Research Design- Qualitative, Quantitative, and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	0%

12	Understand Transcript/verbatim and Coding	Explaining Transcript/verbatim and Coding	Criteria: Rubric Criteria Attached Non- Test Form • Group Presentation • Review of paper documents  Form of Assessment : Participatory Activities, Portfolio Assessment		Material: Transcript / verbatim and Coding Library: Creswell, John F. 2010. Research Design- Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	0%
13	Understanding Qualitative Data Analysis	Explaining Qualitative Data Analysis	Criteria: Rubric Criteria Attached Non- Test Form • Group Presentation • Review of paper documents  Form of Assessment : Participatory Activities, Portfolio Assessment		Material: Qualitative Data Analysis References: Creswell, John F. 2010. Research Design- Qualitative, Quantitative, and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	0%
14	Understanding Qualitative Data Presentation.	Explaining the Presentation of Qualitative Data	Form of Assessment: Participatory Activities, Portfolio Assessment		Material: Presentation of Qualitative Data References: Creswell, John F. 2010. Research Design- Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	0%

15	Understanding Qualitative Data Verification	Explaining Qualitative Data Verification	Criteria: Rubric Criteria Attached Non- Test Form • Group Presentation • Review of paper documents  Form of Assessment : Participatory Activities, Portfolio Assessment		Material: Qualitative Data Verification References: Creswell, John F. 2010. Research Design- Qualitative, Quantitative, and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	0%
16	Final Semester Evaluation / Final Semester UAS Examination	Final Semester Evaluation / Final Semester UAS Examination			Material: Final Semester Evaluation / UAS Final Semester Examination References: Creswell, John F. 2010. Research Design- Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.	0%

## Evaluation Percentage Recap: Project Based Learning

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.
- 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.
- 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.
- 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.