



Universitas Negeri Surabaya
Faculty of Education,
Special Education Masters Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Special Education Research Methodology	8610100027		T=3 P=0 ECTS=6.72	1	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies
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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 examines and analyzes about; (1) basic concepts of PLB research methodology (paradigm, concept, preposition, theory, methodology, approach, research design and procedures, identification and formulation of research problems, research variables, theoretical studies, framework, research hypothesis, research questions, research population, samples and sampling techniques, research subjects and settings, research instruments, data collection techniques, data analysis techniques), (2) Types of research that are relevant in PLB (Experiments, SSR, Expost Facto, PTK, Phenomenology, educational ethnography, and discourse analysis/ text), (3) Preparation and dissemination of pre-thesis proposals along with research instruments, (4) techniques for preparing theses and techniques for writing scientific articles in journals.

References

Main :

1. Creswell, J.W. 2009. Research Design: Qualitative, quantitative, and mixed methods approaches. California : SAGE Publications.
2. Denzin, Norman K.; Lincoln, Yvonna S. (second edition). 2000. Hand Book of Qualitatif Research. Terjemah Daryatno dkk. 2009. Jakarta: Pustaka Pelajar.
3. Hopkins,David. 2008. A teacher's guide to classroom research. New York: Mc Graw Hill
4. Khotari,C.R. 2004. Research Methodology (Methods and Techniques). New Delhi: New Age International (P) Limited.
5. McMillan, J.H., & Schumacher, S. (2010). Research in Education: Evidance-based Inquiry . New Jersey : Pearson Education.
6. Neuman, W.L.2005. Social Research Methods Qualitative and Quantitatif Approaches.(85). Printed in the USA.
7. Sunanto, Juang; Koji Takeuchi; Hideo Nakata. 2005. Pengantar Penelitian dengan Subjek Tunggal. Tsukuba: CRICED Universitas of Tsukuba.

Supporters:

Supporting lecturer Prof. Dr. Siti Masitoh, M.Pd.
 Dr. Endang Purbaningrum, M.Kes.

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	Examining the basic concepts of special education research methodology (paradigms, concepts, prepositions, theories, methodologies, approaches, research designs and procedures)	Reviewing the basic concepts of special education research methodology (paradigms, concepts, prepositions, theories, methodologies, approaches, research designs and procedures)	Criteria: 1.4: Complete components and detailed contents 2.3: Complete components and simple description 3.2: Incomplete and simple 4.1: Incomplete and minimal description 5.0 : did not prepare a report	Expository/Direct Learning Literature 3 X 50			0%

2	Examining the basic concepts of special education research methodology (identification and formulation of research problems, research variables, theoretical studies, framework, hypotheses)	Reviewing the basic concepts of research methodology (identification and formulation of research problems, research variables, theoretical studies, framework, hypotheses)	Criteria: 1.4: Complete components and detailed contents 2.3: Complete components and simple description 3.2: Incomplete and simple 4.1: Incomplete and minimal description 5.0 : did not prepare a report	InquiryDiscussionPresentation 3 X 50			0%
3	Examining the basic concepts of special education research methodology (research questions, research population, samples and sampling techniques, research subjects and settings, research instruments, data collection techniques, data analysis techniques)	Review basic concepts of research methodology (research questions, research population, samples and sampling techniques, research subjects and settings, research instruments, data collection techniques, data analysis techniques)	Criteria: 1.4: Complete components and detailed contents 2.3: Complete components and simple description 3.2: Incomplete and simple 4.1: Incomplete and minimal description 5.0 : did not prepare a report	InquiryDiscussionPresentation 3 X 50			0%
4	Identifying types of research that are relevant for PLB (experiment/SSR, Expost facto, PTK)	Select and sort the types of research that are relevant for PLB (experimental/SSR, Expost facto, PTK)	Criteria: 1.4: correct content and placement; 2.3: the content is correct, there is a placement error, OR the content is incorrectly placed 3.2: partially correct content, and partially correct placement 4.1: partially correct and incorrect placement OR correct placement and incorrect content.	ScientificInquery 3 X 50			0%
5	Identifying types of research that are relevant for PLB (phenomenology, educational ethnography, discourse/text analysis)	Selecting and sorting the types of research that are relevant for PLB (phenomenology, educational ethnography, discourse/text analysis)	Criteria: 1.4: correct content and placement; 2.3: the content is correct, there is a placement error, OR the content is incorrectly placed 3.2: partially correct content, and partially correct placement 4.1: partially correct and incorrect placement OR correct placement and incorrect content.	Scientific direct instruction recitation 3 X 50			0%
6	Reviewing national and international journal articles to support the focus of the selected research type (Experiment, SSR, Expost Facto, PTK, Phenomenology, educational ethnography, and discourse/text analysis)	1.Find articles in national journals 2.Find articles in international journals	Criteria: 1.4: find articles and articles according to the field 2.3: find articles and articles that do not match the field 3.2: found the article and the article is not true 4.1: finds the opinion and its content irrelevant to the field	ScientificInquery 3 X 50			0%

7	Prepare a Pre-thesis proposal according to the type of research chosen (Experiment, SSR, Expost Facto, PTK, Phenomenology, educational ethnography, and discourse/text analysis)	<ol style="list-style-type: none"> 1.Determining the problem 2.Compile the background of the problem 3.Develop a problem formulation 4.Develop goals and benefits 	Criteria: 1.4: complete and correct content and attractive appearance 2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content 3.2: the content is partly correct, the appearance is attractive 4.1: the content is incorrect and the appearance is not attractive	ScientificInquiry 3 X 50			0%
8	Able to actualize meeting material 1 - 7 in the form of a Sub Summative Examination	Answering UTS questions	Criteria: Prepare reports that meet standards	Discovery 3 X 50			0%
9	Prepare a Pre-thesis proposal according to the type of research chosen (Experiment, SSR, Expost Facto, PTK, Phenomenology, educational ethnography, and discourse/text analysis)	<ol style="list-style-type: none"> 1.Compile a literature review 2.Develop research methods 3.compiling a bibliography 	Criteria: 1.4: complete and correct content and attractive appearance 2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content 3.2: the content is partly correct, the appearance is attractive 4.1: the content is incorrect and the appearance is not attractive	InquiriesDiscussionPresentation 3 X 50			0%
10	Present a pre-thesis proposal (minimum 2 titles) and discuss it together in class discussions	<ol style="list-style-type: none"> 1.Convey research ideas 2.Conveying the research focus 3.Delivering a Literature Review 4.Conveying Research Methods 	Criteria: 1.4: complete and correct content and attractive appearance 2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content 3.2: the content is partly correct, the appearance is attractive 4.1: the content is incorrect and the appearance is not attractive	ScientificCollaborative 3 X 50			0%
11	Present a pre-thesis proposal (minimum 2 titles) and discuss it together in class discussions	<ol style="list-style-type: none"> 1.Convey research ideas 2.Conveying the research focus 3.Delivering a Literature Review 4.Conveying Research Methods 	Criteria: 1.4: complete and correct content and attractive appearance 2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content 3.2: the content is partly correct, the appearance is attractive 4.1: the content is incorrect and the appearance is not attractive	ScientificCollaborative 3 X 50			0%

12	Present a pre-thesis proposal (minimum 2 titles) and discuss it together in class discussions	1.Convey research ideas 2.Conveying the research focus 3.Delivering a Literature Review 4.Conveying Research Methods	Criteria: 1.4: complete and correct content and attractive appearance 2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content 3.2: the content is partly correct, the appearance is attractive 4.1: the content is incorrect and the appearance is not attractive	ScientificCollaborative 3 X 50			0%
13	Develop research instruments based on the results of pre-proposal discussions	Describe variables into sub variables into indicators to become instruments	Criteria: 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	ScientificDiscussionPresentation 3 X 50			0%
14	Review research results reports in the form of a thesis	1.Review the initial chart of the thesis 2.Examine the body of the thesis article 3.Examining the final part of the thesis	Criteria: 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	Scientific virtual learning 3 X 50			0%
15	Examining scientific articles sourced from theses	1.Review the article abstract 2.Examine the body of the article 3.Study the end of the article	Criteria: 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	ScientificResistancePresentation 3 X 50			0%
16	END OF SEMESTER TESTING			3 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.

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.