	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
Research methodology		8610103016			**T=3**	**P=0**	**ECTS=6.72**	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Prof. Dr. Siti Masitoh, 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

	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 discusses; (1) basic concepts of research methodology (paradigm, concept, preposition, theory, methodology, approach, research design and procedures, identification and formulation of research problems, research variables, theoretical studies, thought framework, research hypothesis, research questions, research population, sample and sampling techniques, research subjects and settings, research instruments, data collection techniques, data analysis techniques), (2) Types of research that are relevant in PLB (Experiment, SSR, Expost Facto, PTK, Phenomenology), (3) Preparation and dissemination thesis proposal along with research instruments, (4) preparation of the thesis and techniques for writing scientific articles in journals, (5) Techniques for submitting articles in international journals

References	Main :

1.
Creswell, J.W. 2009. *Research Design: Qualitative, quantitative, and mixed methods approaches.* California : SAGE Publications.
Creswell,J. 2015. Educational Researhe, Planning, Conducting, and Evaluating, Quantitative and Qualitative. Boston: Pearson Education.
Denzin, Norman K.; Lincoln, Yvonna S. (second edition). 2000. *Hand Book of Qualitatif Research.* Terjemah Daryatno dkk. 2009. Jakarta: Pustaka Pelajar.
Hopkins,David. 2008. *A teacher 's guide to classroom research.* New York: Mc GrawHill
Khotari,C.R. 2004. *Research Methodology (Methods and Techniques).* New Delhi: New Age International (P) Limited.
McMillan, J.H., & Schumacher, S. (2010). *Research in Education: Evidance-based Inquiry* . New Jersey : Pearson Education.
Neuman, W.L.2005. *Social Research Methods Qualitative and Quantitatif Approaches.(* 85). Printed in the USA.
Sunanto, Juang; Koji Takeuchi; Hideo Nakata. 2005. *Pengantar Penelitian dengan Subjek Tunggal.* Tsukuba: CRICED Universitas of Tsukuba
Arikunto,Suharsimi.2010. Prosedur Penelitian. Jakarta: Rineka Cipta.
Arikunto,Suharsimi.2009. Penelitian Tindakan Kelas. Jakarta: Bumi Aksara
Suprayogo,Imam & Tobroni.2004. Metodologi Penelitian Sosial Agama. Bandung: Remaja Rosdakarya
Sukmadinata, Nana Syaodih.2004. Metode Penelitian Pendidikan. Bandung: Remaja Rosdakarya
Wahyudi,Ari.2014. Metodologi Penelitian Pendidikan Khusus. Surabaya: Unesa University Press

Supporters:

Supporting lecturer	Dr. Yuliyati, M.Pd. ARI WAHYUDI

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 research and scientific truth	Explain the nature of research and scientific truth	**Criteria:** Able to answer correctly with a clear chronology	Expository/Lecture variations/Internet search/collaborative learning 3 X 50			0%

No							%
2	Able to discover basic concepts of educational research	Browse references to discover basic educational research concepts	**Criteria:** Able to answer logically and chronologically	Expositoru/classical/variety lecture/internet search and references 3 X 50			0%
3	Able to identify important elements of educational research	Discuss the important elements of educational research	**Criteria:** Compose the paper correctly and simply,	Inquiries/ Discussions/ internet searches 3 X 50			0%
4	Able to master various approaches and types of research	Explore references to approaches and types of research	**Criteria:** According to the criteria stated on the observation sheet	Inquiry/reference search or internet/presentation 3 X 50			0%
5	Able to identify the importance of literature review in research	Identify the importance of literature review in educational research	**Criteria:** According to the criteria on the observation sheet	Inquiry/problem solving/individual work 3 X 50			0%
6	Able to develop research methods	Explain research methods	**Criteria:** Describe correctly and based on the criteria for these components	Expository/classical/brainstorming/internet search 3 X 50			0%
7	Able to master various types of research proposals	Explore various forms of problem-based research proposals	**Criteria:** According to the criteria stated on the observation sheet	Inquiry/internet browsing/ performance performance 6 X 50			0%
8	Able to master various types of research proposals	Explore various forms of problem-based research proposals	**Criteria:** According to the criteria stated on the observation sheet	Inquiry/internet browsing/ performance performance 6 X 50			0%
9	Able to prepare research proposals and instruments correctly	Prepare research proposals and instruments	**Criteria:** In accordance with the criteria stated on the observation sheet	Inquiry/problem solving/performance 6 X 50			0%
10	Able to prepare research proposals and instruments correctly	Prepare research proposals and instruments	**Criteria:** In accordance with the criteria stated on the observation sheet	Inquiry/problem solving/performance 6 X 50			0%
11	Able to present the results of proposal preparation work	Present a research proposal	**Criteria:** according to the criteria stated on the observation sheet	Inquiry/brainstorming/work practice 6 X 50			0%
12	Able to present the results of proposal preparation work	Present a research proposal	**Criteria:** according to the criteria stated on the observation sheet	Inquiry/brainstorming/work practice 6 X 50			0%
13	Able to master the procedures for writing research reports	Trace the procedures for preparing research results reports	**Criteria:** According to the criteria stated on the observation sheet	Inquiry/ internet search/ performance 3 X 50			0%
14	Able to master the procedures for writing research reports	Trace the procedures for preparing research results reports	**Criteria:** According to the criteria stated on the observation sheet	Inquiry/ internet search/ performance 3 X 50			0%
15	Able to compose scientific articles	Explore various examples of national and international scientific articles	**Criteria:** According to the criteria stated on the observation sheet	Inquiry/ surfing the internet/ performance performance 3 X 50			0%
16	Able to carry out UAS	Answering UAS questions	**Criteria:** The criteria and scores are listed in the questions	Inquiry 3 X 50			0%

Evaluation Percentage Recap: Case Study

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.