



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences
Geography Education Masters Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
RESEARCH METHODOLOGY	8710203031		T=3	P=0	ECTS=6.72	1	April 28, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Ketut Prasetyo, M.S		Dr. Muzayanah, ST. M.T			Dr. Sukma Perdana Prasetya, S.Pd., M.T.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																					
	PLO-9	Mastering the dynamics of regional problems based on the concepts and approaches of geographic science to solve problems of structuring regional potential using geographic technology																																																																																																				
	Program Objectives (PO)																																																																																																					
	PO - 1	Have awareness and responsibility for rational thinking through scientific procedures within an academic framework																																																																																																				
	PO - 2	Have the sensitivity to recognize problems that require academic solutions																																																																																																				
	PO - 3	Able to analyze the stages and parts of a scientific research plan																																																																																																				
	PO - 4	Able to plan and prepare research proposals																																																																																																				
	PLO-PO Matrix																																																																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-9</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> </tr> </table>	P.O	PLO-9	PO-1		PO-2		PO-3		PO-4																																																																																											
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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> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
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Short Course Description	The course aims to provide insight and ability for students to prepare proposals and compile reports on scientific research results. For this purpose, this course will introduce research paradigms, scientific philosophical foundations of geography and education, formulation of research problems, formulating a framework for scientific thinking, research approaches, preparation of variables and instruments, data processing, research work procedures, and methods of analysis.
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References	Main :
	<ol style="list-style-type: none"> 1. Masri Singarimbun dan Sofian Effendi. 1998. Metode Penelitian Survei. Jakarta LP3ES 2. Johon W Cresswell. Research Design: Qualitative, Quantitative, And Mixed Methods Approach. Third Edition, Sage Publication. 3. Sugiono. 2014. Statistika Untuk Penelitian. Bandung Alfabeta. 4. Atmadilaga, D., (1994). Panduan Skripsi, Tesis, Disertasi (Penerapan: Filsafat Ilmu, Filsafat dan Etika Penelitian, Struktur Penulisan Ilmiah, dan Evaluasi Karya Ilmiah), Pionir Jaya, Bandung. 5. Yunus, H.S., (2010). Metode Penelitian Wilayah Kontemporer. Pustaka Pelajar, Yogyakarta. 6. Hay, Ian. (2000). Qualitative Research Methods in Human Geography, Melbourne : Oxford University Press. 7. Mills, G. E. (2003). Action research: a guide for the teacher research. Jersey: Prentice Hall.
	Supporters:

	<ol style="list-style-type: none"> 1. Walter R. Borg and Meredith D. Gall. Education Research: An Introduction. Fourth Edition, Longman Inc, New York 2. Christensen, L. B. (1997). Experimental methodology. (7 ed). Bosan and Bacon 3. Denzin, N. K. et al. (1994). Handbook of qualitative research. California Publication, Inc. 						
Supporting lecturer	Prof. Dr. Ketut Prasetyo, M.S. Dr. Sukma Perdana Prasetya, S.Pd., M.T. Dr. Lidya Lestari Sitohang, S.Si., M.Sc.						
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	Able to analyze research paradigms	1. Accuracy of explaining qualitative 2. Accuracy of explaining Quantitative	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	<ul style="list-style-type: none"> • Lecture: Discussion, • Assignment-1: Prepare a quantitative qualitative paper. 3 x 50 	<ul style="list-style-type: none"> • Lecture: Discussion, • Assignment-1: Prepare a quantitative qualitative paper. 3 x 50 	Material: research paradigm Reader: Sugiono. 2014. <i>Statistics for Research</i> . Bandung Alfabeta.	5%
2	Able to analyze the nature and special characteristics of geographic research	1. Accuracy of explaining Ontological, Epistemological, Axiological 2. Accuracy of explaining Spatial, Environmental, Regional Complexes	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities	<ul style="list-style-type: none"> • Lecture: Discussion, • Assignment-1: Prepare a quantitative qualitative paper. 3 x 50 	<ul style="list-style-type: none"> • Lecture: Discussion, • Assignment-1: Prepare a quantitative qualitative paper. 3 x 50 	Material: geographical research Bibliography: Hay, Ian. (2000). <i>Qualitative Research Methods in Human Geography</i> , Melbourne : Oxford University Press. Material: geographical research Bibliography: Christensen, LB (1997). <i>Experimental methodology</i> . (7 ed.). Bored and Bacon	5%
3	Able to analyze the nature and special characteristics of geographic research	1. Accuracy of explaining Ontological, Epistemological, Axiological 2. Accuracy of explaining Spatial, Environmental, Regional Complexes	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	<ul style="list-style-type: none"> • Lecture: Discussion, • Assignment-1: Prepare a quantitative qualitative paper. 3 x 50 	<ul style="list-style-type: none"> • Lecture: Discussion, • Assignment-1: Prepare a quantitative qualitative paper. 3 x 50 	Material: geographical research Bibliography: Hay, Ian. (2000). <i>Qualitative Research Methods in Human Geography</i> , Melbourne : Oxford University Press. Material: geographical research Bibliography: John W Cresswell. <i>Research Design: Qualitative, Quantitative, And Mixed Methods Approach</i> . Third Edition, Sage Publications.	5%

4	Able to formulate problems and develop geographic research variables and instruments	Accuracy of explaining problems, variables, hypotheses, instruments	Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture: Discussion, Assignment: Arrange 3 x 50 geographic research variables	Lecture: Discussion, Assignment: Arrange 3 x 50 geographic research variables	Material: variables and research instruments Library: <i>Johon W Cresswell. Research Design: Qualitative, Quantitative, And Mixed Methods Approach. Third Edition, Sage Publications.</i> Material: variables and research instruments References: Yunus, HS, (2010). <i>Contemporary Regional Research Methods. Student Library, Yogyakarta.</i>	5%
5	Able to formulate problems and develop geographic research variables and instruments	Accuracy of explaining problems, variables, hypotheses, instruments	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities	Lecture: Discussion, Assignment: Arrange 3 x 50 geographic research variables	Lecture: Discussion, Assignment: Arrange 3 x 50 geographic research variables	Material: variables and research instruments Reader: Sugiono. 2014. <i>Statistics for Research. Bandung Alfabeta.</i>	5%
6	Able to formulate the acquisition of geographic research data	Accuracy of explaining Surveys, Experiments, snowballing	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities	• Lecture: Discussion, • Assignment: Prepare a 3 x 50 data acquisition paper	• Lecture: Discussion, • Assignment: Prepare a 3 x 50 data acquisition paper	Material: research data References: Yunus, HS, (2010). <i>Contemporary Regional Research Methods. Student Library, Yogyakarta.</i> Material: research data Bibliography: Masri Singarimbun and Sofian Effendi. 1998. <i>Survey Research Methods. Jakarta LP3ES</i>	5%
7	Able to explain types of educational research	Accuracy of explaining Development, Quasi-experiments, actions	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities	• Lecture: Discussion, • Assignment: Prepare a paper on obtaining 3 x 50 educational research data	• Lecture: Discussion, • Assignment: Prepare a paper on obtaining 3 x 50 educational research data	Material: types of educational research Bibliography: Walter R. Borg and Meredith D. Gall. <i>Educational Research: An Introduction. Fourth Edition, Longman Inc., New York</i>	5%
8							0%

9	Able to develop educational research variables and instruments	The accuracy of compiling educational research variables and instruments	Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lecture: Discussion, • Assignment: Arrange 3 x 50 variables and instruments	Lecture: Discussion, • Assignment: Arrange 3 x 50 variables and instruments	Material: educational research variables and instruments References: <i>Walter R. Borg and Meredith D. Gall. Educational Research: An Introduction. Fourth Edition, Longman Inc., New York</i> <hr/> Material: educational research variables and instruments References: <i>Christensen, LB (1997). Experimental methodology. (7 ed.). Bored and Bacon</i>	4%
10	Able to develop educational research variables and instruments	The accuracy of compiling educational research variables and instruments	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Lecture: Discussion, • Assignment: Arrange 3 x 50 variables and instruments	Lecture: Discussion, • Assignment: Arrange 3 x 50 variables and instruments	Material: educational research variables and instruments References: <i>Christensen, LB (1997). Experimental methodology. (7 ed.). Bored and Bacon</i> <hr/> Material: educational research variables and instruments References: <i>Walter R. Borg and Meredith D. Gall. Educational Research: An Introduction. Fourth Edition, Longman Inc., New York</i>	10%
11	Able to analyze educational research data	The accuracy of compiling educational research variables and instruments	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Portfolio Assessment	Lecture: Discussion, • Assignment: Arrange 3 x 50 variables and instruments	Lecture: Discussion, • Assignment: Arrange 3 x 50 variables and instruments	Material: analysis of educational research data References: <i>Mills, GE (2003). Action research: a guide for teacher research. Jerseys: Prentice Hall.</i> <hr/> Material: educational research data analysis Bibliography: <i>Walter R. Borg and Meredith D. Gall. Educational Research: An Introduction. Fourth Edition, Longman Inc., New York</i>	10%

12	Able to analyze educational research data	The accuracy of compiling educational research variables and instruments	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lecture: Discussion, • Assignment: Arrange 3 x 50 variables and instruments	Lecture: Discussion, • Assignment: Arrange 3 x 50 variables and instruments	<p>Material: educational research data analysis Bibliography: <i>Walter R. Borg and Meredith D. Gall. Educational Research: An Introduction. Fourth Edition, Longman Inc., New York</i></p>	10%
13	Able to prepare educational proposals	Accurate/comprehensive proposal design according to interests	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Prepare 3 x 50 research proposals	Prepare research proposals 3 x50	<p>Material: educational proposal Reference: <i>Atmadilaga, D., (1994). Guide to Theses, Theses, Dissertations (Application: Philosophy of Science, Philosophy and Research Ethics, Structure of Scientific Writing, and Evaluation of Scientific Work), Pionir Jaya, Bandung.</i></p>	10%
14	Able to prepare educational proposals	Accurate/comprehensive proposal design according to interests	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Prepare 3 x 50 research proposals	Prepare research proposals 3 x50	<p>Material: educational proposal Reference: <i>Atmadilaga, D., (1994). Guide to Theses, Theses, Dissertations (Application: Philosophy of Science, Philosophy and Research Ethics, Structure of Scientific Writing, and Evaluation of Scientific Work), Pionir Jaya, Bandung.</i></p>	10%
15	Able to prepare educational proposals	Accurate/comprehensive proposal design according to interests	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Prepare 3 x 50 research proposals	Prepare research proposals 3 x50	<p>Material: educational proposal Reference: <i>Atmadilaga, D., (1994). Guide to Theses, Theses, Dissertations (Application: Philosophy of Science, Philosophy and Research Ethics, Structure of Scientific Writing, and Evaluation of Scientific Work), Pionir Jaya, Bandung.</i></p>	10%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	36.17%
2.	Project Results Assessment / Product Assessment	38.67%
3.	Portfolio Assessment	24.17%
		99.01%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.