



Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Master of Science Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																
Research methodology.	8410103117		T=3 P=0 ECTS=6.72	0	July 18, 2024																																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																
		Dr. Eko Hariyono, 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: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="15"></td> </tr> </table>					P.O																																														
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	<table border="1" style="margin: auto;"> <tr> <td colspan="16" style="text-align: center;">PO Matrix at the end of each learning stage (Sub-PO)</td> </tr> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>					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
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																					
Short Course Description	Studying the nature of research, types of research, criteria for selecting research problems, problem formulation, hypotheses, variables, operational definitions of variables, research designs, data collection techniques, data analysis techniques, population and samples and research targets, writing research proposals, writing reports research, publication of research results and writing scientific articles. Lectures are carried out in the form of theory, assignments, seminars (qolokium) and workshops. The final product of this course is a research proposal																																																				
References	Main :																																																				
	1. Feirrance, Ellen. (2000). <i>Action Research</i> . LAB Northeast and Islands Regional Educational Laboratory At Brown University Fraenkel Jack, R. and Wallen Norman, E. (2003). <i>How to Design and Evaluate Research in Education. Fifth Edition</i> . New York: McGrawHill Book Company Norton, S. Lin. (2009). <i>Action Research in Teaching and Learning. A Practical Guide to Conducting Paedagogical Research in University</i> . Tuchman, Bruce W. (1987). <i>Conducting Educational Research</i> . New York: Harcourt Brace Jovanovich, Inc.																																																				
	Supporters:																																																				
Supporting lecturer	TJANDRAKIRANA MUSLIMIN IBRAHIM Prof. Dr. Hj. Rudiana Agustini, M.Pd. Prof. Dr. Wahono Widodo, M.Si.																																																				
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	Understand the nature of research	<ol style="list-style-type: none"> 1.Explain the nature of research 2.Compare different research approaches 3.Explain the various types of research 	Criteria: <ol style="list-style-type: none"> 1.Participation and UTS are given a weight of 20% 2.Assignments and final exams are given a weight of 30% 3.UAS is a proposal product at the end of the semester 	Presentations, discussions and assignments 3 X 50			0%
2	Understand the research problem	<ol style="list-style-type: none"> 1.Identify the characteristics of a good problem formulation 2.Compare the problem formulation with the research questions 3.Skilled in formulating research problems 	Criteria: <ol style="list-style-type: none"> 1.Participation and UTS are given a weight of 20% 2.Assignments and final exams are given a weight of 30% 3.UAS is a proposal product at the end of the semester 	Presentation, discussion and assignment of problem identification and problem formulation 3 X 50			0%
3	Understand the nature of variables and hypotheses	<ol style="list-style-type: none"> 1.Explain the meaning and types of variables 2.Skilled at identifying variables 3.Skilled at defining variables operationally 4.Explain the meaning of hypothesis 5.Skilled in formulating research hypotheses 6.Explain research ethics 	Criteria: <ol style="list-style-type: none"> 1.Participation and UTS are given a weight of 20% 2.Assignments and final exams are given a weight of 30% 3.UAS is a proposal product at the end of the semester 	Assignment to identify variables from the problem formulation itself and define them operationally Presentation and discussion 3 X 50			0%
4	Skilled in conducting literature reviews	<ol style="list-style-type: none"> 1.Determine the types of library sources 2.Skilled in making citations 3.Skilled in deducing theories to synthesize a framework of thinking 	Criteria: <ol style="list-style-type: none"> 1.Participation and UTS are given a weight of 20% 2.Assignments and final exams are given a weight of 30% 3.UAS is a proposal product at the end of the semester 	presentations, assignments and discussions 3 X 50			0%
5	Understand the nature of population, sample, research targets and sampling	<ol style="list-style-type: none"> 1.Explain the meaning of research targets, population, sample and sampling 2.Skilled in doing sampling 	Criteria: <ol style="list-style-type: none"> 1.Participation and UTS are given a weight of 20% 2.Assignments and final exams are given a weight of 30% 3.UAS is a proposal product at the end of the semester 	Presentations, assignments and discussions 3 X 50			0%

6	Understand the nature of research instruments		Criteria: 1.Participation and UTS are given a weight of 20% 2.Assignments and final exams are given a weight of 30% 3.UAS is a proposal product at the end of the semester	Explain the meaning of data Explain the meaning of research instruments and various types of research instruments Skilled in choosing adequate research instruments Skilled in determining the validity and reliability of research instruments 3 X 50			0%
7	Understand the nature of research instruments		Criteria: 1.Participation and UTS are given a weight of 20% 2.Assignments and final exams are given a weight of 30% 3.UAS is a proposal product at the end of the semester	Explain the meaning of data Explain the meaning of research instruments and various types of research instruments Skilled in choosing adequate research instruments Skilled in determining the validity and reliability of research instruments 3 X 50			0%
8	Understand the nature of research design	1.Explain the various research designs 2.Comparing various research designs 3.Explain the factors that influence research validity and the relationship between research design and internal validity	Criteria: 1.Participation and UTS are given a weight of 20% 2.Assignments and final exams are given a weight of 30% 3.UAS is a proposal product at the end of the semester	Presentation, discussion and assignment 3 X 50			0%
9	Understand the nature of research design	same as meeting 8 (continued)	Criteria: 1.Participation and UTS are given a weight of 20% 2.Assignments and final exams are given a weight of 30% 3.UAS is a proposal product at the end of the semester	Presentations, discussions and assignments 3 X 50			0%

10	Understand the nature of qualitative research	<ol style="list-style-type: none"> 1.Explain the meaning of qualitative research 2.Comparing the characteristics of qualitative and quantitative research 3.Explain the characteristics of ethnographic research 4.Explain the characteristics of historical research 	Criteria: <ol style="list-style-type: none"> 1.Participation and UTS are given a weight of 20% 2.Assignments and final exams are given a weight of 30% 3.UAS is a proposal product at the end of the semester 	Presentations, discussions and assignments 3 X 50			0%
11	Understand the nature of qualitative research	<ol style="list-style-type: none"> 1.Explain the meaning of qualitative research 2.Comparing the characteristics of qualitative and quantitative research 3.Explain the characteristics of ethnographic research 4.Explain the characteristics of historical research 	Criteria: <ol style="list-style-type: none"> 1.Participation and UTS are given a weight of 20% 2.Assignments and final exams are given a weight of 30% 3.UAS is a proposal product at the end of the semester 	Presentations, discussions and assignments 3 X 50			0%
12	Understand the nature of research by practitioners	<ol style="list-style-type: none"> 1.Explain the characteristics of CAR 2.Explain the differences between traditional research and CAR 	Criteria: <ol style="list-style-type: none"> 1.Participation and UTS are given a weight of 20% 2.Assignments and final exams are given a weight of 30% 3.UAS is a proposal product at the end of the semester 	Presentations, discussions and assignments 3 X 50			0%
13	Able to write research proposals	Skilled in writing research proposals to solve science education problems	Criteria: <ol style="list-style-type: none"> 1.participation 20% 2.Duties of the proposal preparation elements at each meeting (30%0 3.UTS assessment concept assessment of the test (20% 4.UAS is a proposal product (30% 5.All components are added up and divided by 10 	Presentations, discussions and assignments to prepare research proposals using materials that have been prepared at previous meetings 3 X 50			0%
14	Able to write scientific articles	Skilled in writing scientific articles based on research results in the field of science education	Criteria: <p>The article assignment includes an assignment component weighing 30&</p>	Presentations, discussions and assignments 3 X 50			0%

15	Able to write research proposals	Skilled in writing research proposals to solve science education problems	Criteria: 1. participation 20% 2. Duties of the proposal preparation elements at each meeting (30%0 3. UTS assessment concept assessment of the test (20% 4. UAS is a proposal product (30% 5. All components are added up and divided by 10	Presentations, discussions and assignments to prepare research proposals using materials that have been prepared at previous meetings 3 X 50			0%
16							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.