



**Universitas Negeri Surabaya**  
**Faculty of Sports and Health Sciences,**  
**Sports Education Masters Study Program**

Document  
Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																																														
Research methodology	8510103015	Compulsory Study Program Subjects	T=3	P=0	ECTS=6.72	2	April 29, 2023																																																																																																														
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																																															
	Dr. Nur Ahmad Arief, M.Pd. Prof. Ali Maksum, M.Si. Dr. Achmad Widodo, M.Kes.		Prof. Ali Maksum, M.Si			Dr. Taufiq Hidayat, S.Pd., M.Kes.																																																																																																															
<b>Learning model</b>	<b>Project Based Learning</b>																																																																																																																				
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																																				
	<b>PLO-2</b>	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																																																																																																			
	<b>PLO-3</b>	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																																																																			
	<b>PLO-4</b>	Develop yourself continuously and collaborate.																																																																																																																			
	<b>PLO-8</b>	Have good morals, ethics and personality in completing his duties																																																																																																																			
	<b>Program Objectives (PO)</b>																																																																																																																				
	<b>PO - 1</b>	Demonstrate a responsible attitude in completing research in the field of physical education independently																																																																																																																			
	<b>PO - 2</b>	Able to prepare scientific arguments and solutions in completing research that can be scientifically accountable and academic ethically and communicated with the community																																																																																																																			
	<b>PO - 3</b>	Able to analyze and provide solutions to problems in the field of research using scientific principles and data-based (evidence-based)																																																																																																																			
	<b>PO - 4</b>	Able to organize research scientifically and develop knowledge in the field of physical education																																																																																																																			
	<b>PLO-PO Matrix</b>																																																																																																																				
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-2</td> <td>PLO-3</td> <td>PLO-4</td> <td>PLO-8</td> <td></td> <td></td> </tr> <tr> <td>PO-1</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> </tr> <tr> <td>PO-3</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> </tr> </table>						P.O	PLO-2	PLO-3	PLO-4	PLO-8			PO-1							PO-2							PO-3							PO-4																																																																																	
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																					
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </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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<b>Short Course Description</b>	Discussion of basic concepts of qualitative and quantitative research methods in general which include: research steps, research design planning and identification of research problems, literature review, identification and operational definition of variables, hypothesis formulation, data sources, data collection, data analysis and interpretation as well as preparing thesis research reports																																																																																																																				

References	Main :						
	<ol style="list-style-type: none"> <li>1. Maksum, A. 2018. Metodologi Penelitian dalam Olahraga. Surabaya. Unipress Unesa.</li> <li>2. Creswell, J.W. 2012. Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition). Boston: Pearson Education Inc.</li> <li>3. Sugiyono. 2013. Cara Mudah Menyusun: Skripsi, Tesis, dan Disertasi. Bandung: Alfabeta CV.</li> <li>4. Gratton, C. and Jones, I. 2010. Research Methods for Sport Studies. UK. Routledge.</li> <li>5. Armour, K. and macdonald, D. 2012. Research Methods in Physical Education and Youth Sport. UK. Routledge.</li> <li>6. Camerino, O., Castañer, M., and Anguera, M.T. 2012. Mixed Methods Research in the Movement Sciences. Case studies in sport, physical education and dance. UK. Routledge.</li> </ol>						
	Supporters:						
<ol style="list-style-type: none"> <li>1. Pascasarjana. 2019. Pedoman penulisan tesis dan disertasi. Surabaya. Unesa press.</li> </ol>							
Supporting lecturer	Prof. Dr. Ali Maksum, S.Pd., M.Si. Dr. Nur Ahmad Arief, S.Pd., M.Pd.						
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 apply scientific thinking concepts	explains scientific and non-scientific knowledge, the basics of scientific knowledge including reasoning, logic and truth	<b>Criteria:</b> 1.Liveliness 2.Accuracy of answers  <b>Form of Assessment :</b> Participatory Activities, Tests	Learning form: Responsive  Learning method: Problem based 3 X 50		<b>Material:</b> Scientific and non-scientific knowledge <b>References:</b> Maksum, A. 2018. <i>Research Methodology in Sports.</i> Surabaya. Unipress Unesa.	5%
2	Able to apply scientific approaches and methods in a research case	<ol style="list-style-type: none"> <li>1.explains the research approach according to the case at hand, explains the stages of conducting research using scientific methods</li> <li>2.accuracy of answer</li> </ol>	<b>Criteria:</b> liveliness  <b>Form of Assessment :</b> Participatory Activities	Learning Form: Responsive  Learning method: Problem based  Student Assignment: structured and independent 3 X 50		<b>Material:</b> Research approach <b>References:</b> Maksum, A. 2018. <i>Research Methodology in Sports.</i> Surabaya. Unipress Unesa.	5%
3	Able to determine research problems well	Research mapping in the world of sports education is able to find good problems, identify the characteristics of good problems, formulate problems	<b>Criteria:</b> Formulate the problem well  <b>Form of Assessment :</b> Participatory Activities, Tests	Group discussions, assignments and presentations 3 X 50		<b>Material:</b> Formulating the problem <b>References:</b> Maksum, A. 2018. <i>Research Methodology in Sports.</i> Surabaya. Unipress Unesa.	5%
4	Able to explain research variables, conceptual and operational definitions	Explaining research variables according to the case, explaining definitions conceptually and operationally	<b>Criteria:</b> Formulate research variables	Lectures, assignments and questions and answers 3 X 50		<b>Material:</b> Research variables <b>Reader:</b> Sugiyono. 2013. <i>Easy Ways to Compose: Theses, Theses and Dissertations.</i> Bandung: Alfabeta CV.	5%

5	Able to build theories in literature studies well, able to formulate hypotheses according to the literature studies made	explaining the purpose of conducting a theoretical study, explaining the structure of a theoretical study, preparing a conceptual framework, explaining research assumptions and hypotheses	<b>Criteria:</b> 1.Regularity of narrative and quotations 2.Making subtitles in literature reviews 3.Accuracy in making hypotheses  <b>Form of Assessment :</b> Participatory Activities	Assignments, literature analysis, questions and answers 3 X 50		<b>Material:</b> Literature review and hypothesis <b>References:</b> Maksum, A. 2018. <i>Research Methodology in Sports. Surabaya. Unipress Unesa.</i>  <b>Material:</b> literature review and hypothesis <b>Reader:</b> Sugiyono. 2013. <i>Easy Ways to Compose: Theses, Theses and Dissertations. Bandung: Alfabeta CV.</i>	5%
6	Able to explain the application of research hypotheses	explain types of hypotheses formulate hypotheses and test hypotheses	<b>Criteria:</b> Develop a good hypothesis based on literature review  <b>Form of Assessment :</b> Participatory Activities	Lectures, assignments and questions and answers 2 X 50		<b>Material:</b> formulate a hypothesis <b>References:</b> Maksum, A. 2018. <i>Research Methodology in Sports. Surabaya. Unipress Unesa.</i>	5%
7	Able to explain sampling methods in research	able to explain probability sampling well	<b>Criteria:</b> 1.liveliness 2.accuracy in determining sampling techniques  <b>Form of Assessment :</b> Participatory Activities, Tests	Presentation, discussion, questions and answers 3 X 50		<b>Material:</b> probability sampling <b>References:</b> Gratton, C. and Jones, I. 2010. <i>Research Methods for Sport Studies. UK. Routledge.</i>  <b>Material:</b> probability sampling <b>References:</b> Maksum, A. 2018. <i>Research Methodology in Sports. Surabaya. Unipress Unesa.</i>	5%
8		Midterm exam	<b>Criteria:</b> Accuracy in providing solutions based on existing research problems	3 X 50			15%

9	Able to explain research sampling methods	explains non-probability sampling in research	<b>Criteria:</b> 1.liveliness 2.accuracy in determining sampling techniques  <b>Form of Assessment :</b> Participatory Activities	Presentation, discussion, questions and answers 3 X 50		<b>Material:</b> non-probability sampling <b>Reference:</b> Maksum, A. 2018. <i>Research Methodology in Sports.</i> Surabaya. Unipress Unesa.  <b>Material:</b> non probability sampling <b>References:</b> Armour, K. and Macdonald, D. 2012. <i>Research Methods in Physical Education and Youth Sport.</i> UK. Routledge.	0%
10	Able to explain the type of research	explains experimental, descriptive, survey, correlational, comparative, evaluative, developmental, qualitative and CAR research	<b>Criteria:</b> accuracy in determining the type of research based on problems and hypotheses  <b>Form of Assessment :</b> Participatory Activities, Tests	Inquiry, group discussion, presentation and question and answer. 3 X 50		<b>Material:</b> type of research <b>References:</b> Maksum, A. 2018. <i>Research Methodology in Sports.</i> Surabaya. Unipress Unesa.  <b>Material:</b> type of research <b>References:</b> Creswell, JW 2012. <i>Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition).</i> Boston: Pearson Education Inc.	5%
11	Able to explain research design	1.explains the description of the experimental research design 2.explains the description of non-experimental research design	<b>Criteria:</b> 1.formulate experimental research designs 2.formulate a non-experimental research design  <b>Form of Assessment :</b> Participatory Activities, Tests	Presentation, discussion, questions and answers 3 X 50		<b>Material:</b> types of experimental and non-experimental research <b>Reference:</b> Maksum, A. 2018. <i>Research Methodology in Sports.</i> Surabaya. Unipress Unesa.	5%

12	Able to prepare research proposal reports well	explain grammar and systematics according to applicable guidelines	<b>Criteria:</b> writing according to scientific principles and applicable guidebooks  <b>Form of Assessment</b> : Participatory Activities	discussion, question and answer 3 X 50		<b>Material:</b> making a research proposal <b>References:</b> <i>Maksum, A. 2018. Research Methodology in Sports. Surabaya. Unipress Unesa.</i>	5%
13	Able to prepare research reports well	explain grammar and systematics according to applicable guidelines	<b>Criteria:</b> writing according to scientific principles and applicable guidebooks  <b>Form of Assessment</b> : Participatory Activities	discussion, question and answer 3 X 50		<b>Material:</b> Writing guidelines <b>References:</b> <i>Postgraduate. 2019. Guidelines for writing theses and dissertations. Surabaya. Unesa press.</i>	5%
14	Able to prepare research reports well	explain grammar and systematics according to applicable guidelines	<b>Form of Assessment</b> : Participatory Activities	3 X 50 discussion		<b>Material:</b> thesis writing <b>References:</b> <i>Postgraduate. 2019. Guidelines for writing theses and dissertations. Surabaya. Unesa press.</i>	5%
15	Able to prepare research reports well	explain grammar and systematics according to applicable guidelines	<b>Form of Assessment</b> : Participatory Activities	3 X 50 discussion		<b>Material:</b> writing guidelines <b>References:</b> <i>Postgraduate. 2019. Guidelines for writing theses and dissertations. Surabaya. Unesa press.</i>	5%
16		Final exams	<b>Criteria:</b> Able to complete research proposals according to scientific principles	3 X 50			15%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	47.5%
2.	Test	12.5%
		60%

#### 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.

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.