



Universitas Negeri Surabaya
Faculty of Education
Undergraduate Guidance and Counseling Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Research methods	8620103207	Study Program Elective Courses	T=3 P=0 ECTS=4.77	4	July 31, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
	Dr. Retno Tri Hariastuti, M.Pd., Kons.		Dr. Retno Tri Hariastuti, M.Pd., Kons.		Dr. Evi Winingsih, S.Pd., M.Pd.

Learning model	Project Based Learning																																																																																																																						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																						
	PLO-5 Able to design and carry out research based on scientific principles and ethics using qualitative and quantitative methods																																																																																																																						
	PLO-11 Able to manage guidance and counseling services in various contexts and report the results to related parties using information and communication technology																																																																																																																						
	Program Objectives (PO)																																																																																																																						
	PO - 1 Students master the concepts and practices of research methodology in BK																																																																																																																						
	PO - 2 Able to identify and analyze educational problems, especially in the field of guidance and counseling																																																																																																																						
	PO - 3 Able to design educational research proposals in the field of guidance and counseling																																																																																																																						
	PO - 4 Able to develop research instruments and design relevant data analysis																																																																																																																						
	PO - 5 Able to carry out proposed research seminars, which are developed individually																																																																																																																						
	PLO-PO Matrix																																																																																																																						
	<table border="1" style="margin: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-11</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>PO-2</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>PO-3</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>PO-4</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td>PO-5</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> </tbody> </table>		P.O	PLO-5	PLO-11	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓	PO-4	✓	✓	PO-5	✓	✓																																																																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																							
<table border="1" style="margin: auto;"> <thead> <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> </thead> <tbody> <tr><td>PO-1</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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 style="text-align: center;">✓</td><td></td><td></td><td></td><td style="text-align: center;">✓</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 style="text-align: center;">✓</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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> </tbody> </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								✓	✓	✓	✓						PO-5													✓	✓	✓	✓
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Short Course Description This course contains studies on Scientific Approaches, Types of Research, Research Problems, Research Methods in the field of Education, Research Subjects, Research Instruments, Data Analysis and Interpretation. Lecture activities consist of several forms, namely: lectures, assignments, presentations and discussions in class, and seminars, product-based learning. Assessment includes participation, UTS assignments, and UAS.

References	Main :

1	Students are able to explain the nature of the scientific/research approach in education	<ol style="list-style-type: none"> 1. Students can explain the nature of scientific truth 2. Students can explain the methodology for obtaining scientific truth 3. Students can explain the nature of science 	<p>Criteria: Holistic Rubric</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Group Discussion, Discussing the nature of scientific truth 3 X 50	Group Discussion, Discussing the nature of scientific truth 3 X 50	<p>Material: Research Methods Literature: <i>Alan, Peshkin, & Corrine, Glesne. (1992). Becoming qualitative researchers: An Introduction. Longman.</i></p> <hr/> <p>Material: Introduction to Research Methods Literature: <i>Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston.</i></p> <hr/> <p>Material: Educational Research Bibliography: <i>Borg, Walter R., & Gall, Meredith Damein. (1983). Educational research. New York: Longman.</i></p> <hr/> <p>Material: Action Research Bibliography: <i>Geoffrey E. Mils. (2000). Action research: A guide for teacher research.</i></p> <hr/> <p>Material: Understanding Educational Library: <i>Sprintal, Richard C., Schmutte, Gregory T., & Sirois Lee, Lee. (1991). Understanding educational research. Englewood Cliffs, New Jersey: Prentice Hall.</i></p>	3%
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2	Students are able to explain the types of research	<p>1. Students can explain types of quantitative research</p> <p>2. Students can explain types of qualitative research</p>	<p>Criteria: Analytical Rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Group Discussion and Presentation Explore, identify types of quantitative and qualitative research 3 X 50	Group Discussions and Presentations Explore various types of research 3 X 50	<p>Material: Research Methods Literature: <i>Alan, Peshkin, & Corrine, Glesne. (1992). Becoming qualitative researchers: An Introduction. Longman.</i></p> <hr/> <p>Material: Introduction to Research Methods Literature: <i>Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston.</i></p> <hr/> <p>Material: Action Research Bibliography: <i>Geoffrey E. Mils. (2000). Action research: A guide for teacher research.</i></p> <hr/> <p>Material: Educational Research Library: <i>Sprintal, Richard C., Schmutte, Gregry T., & Sirois Lee, Lee. (1991). Understanding educational research. Englewood Cliffs, New Jersey: Prentice Hall.</i></p> <hr/> <p>Material: Research Methods for Education References: <i>Newby, P. (2013). Research methods for education. Routledge.</i></p>	3%
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3	Students are able to explain and analyze research problems	<ol style="list-style-type: none"> 1. Students are able to describe research problems 2. Students are able to formulate research problems 3. Can define several concepts or terms contained in the title and formulation of the research problem 	<p>Criteria: Practice Assessment Rubric</p> <p>Form of Assessment : Portfolio Assessment</p>	PBL Reading textbooks, Assignments, analyzing research problems 3 X 50	PBL Create problem descriptions and research problem formulations 3 X 50	<p>Material: Research Methods Literature: <i>Alan, Peshkin, & Corrine, Glesne. (1992). Becoming qualitative researchers: An Introduction. Longman.</i></p> <hr/> <p>Material: Introduction to Research Methods Literature: <i>Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston.</i></p> <hr/> <p>Material: Action Research Bibliography: <i>Geoffrey E. Mils. (2000). Action research: A guide for teacher research.</i></p> <hr/> <p>Material: Educational Research Library: <i>Sprintal, Richard C., Schmutte, Gregry T., & Sirois Lee, Lee. (1991). Understanding educational research. Englewood Cliffs, New Jersey: Prentice Hall.</i></p> <hr/> <p>Material: Research Methods for Education References: <i>Newby, P. (2013). Research methods for education. Routledge.</i></p>	3%
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4	Students are able to explain various research designs	<p>1. Students can explain the concepts of Historical, Descriptive and Correlational Research</p> <p>2. Students can explain Ex-Post Facto and Experimental Research</p> <p>3. Students can explain the concept of development research</p>	<p>Criteria:</p> <p>1. Analytical Rubric</p> <p>2. The answer to each indicator is given a score of 0 if there is no answer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Group Discussion and Presentation Explore, identify various 3 X 50 research designs	Group Discussion and Presentation Explore articles according to the 3 X 50 research design	<p>Material: Research Methods Literature: <i>Alan, Peshkin, & Corrine, Glesne. (1992). Becoming qualitative researchers: An Introduction. Longman.</i></p> <hr/> <p>Material: Introduction to Research Methods Literature: <i>Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston.</i></p> <hr/> <p>Material: Qualitative for Education Bibliography: <i>Bogdan, Robert C., & Biklen, Sari Khopp. (1982). Qualitative research for education. Boston: Allyn and Bacon.</i></p> <hr/> <p>Material: Action Research Bibliography: <i>Geoffrey E. Mils. (2000). Action research: A guide for teacher research.</i></p> <hr/> <p>Material: Conducting Educational Research Bibliography: <i>Tuckman, W. Bruce. (1972). Conducting educational research. New York: Harcourt Brace Jovanovich, Inc.</i></p>	3%
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5	Students are able to explain various research designs	<p>1. Students can explain the concepts of Historical, Descriptive and Correlational Research</p> <p>2. Students can explain Ex-Post Facto and Experimental Research</p> <p>3. Students can explain the concept of development research</p>	<p>Criteria:</p> <p>1. Analytical Rubric</p> <p>2. The answer to each indicator is given a score of 0 if there is no answer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Group Discussion and Presentation Explore, identify various 3 X 50 research designs	Group Discussion and Presentation Explore articles according to the 3 X 50 research design	<p>Material: Research Methods Literature: <i>Alan, Peshkin, & Corrine, Glesne. (1992). Becoming qualitative researchers: An Introduction. Longman.</i></p> <hr/> <p>Material: Introduction to Research Methods Literature: <i>Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston.</i></p> <hr/> <p>Material: Qualitative for Education Bibliography: <i>Bogdan, Robert C., & Biklen, Sari Khopp. (1982). Qualitative research for education. Boston: Allyn and Bacon.</i></p> <hr/> <p>Material: Action Research Bibliography: <i>Geoffrey E. Mils. (2000). Action research: A guide for teacher research.</i></p> <hr/> <p>Material: Conducting Educational Research Bibliography: <i>Tuckman, W. Bruce. (1972). Conducting educational research. New York: Harcourt Brace Jovanovich, Inc.</i></p>	3%
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6	Students are able to explain various research designs	<p>1. Students can explain the concepts of Historical, Descriptive and Correlational Research</p> <p>2. Students can explain Ex-Post Facto and Experimental Research</p> <p>3. Students can explain the concept of development research</p>	<p>Criteria:</p> <p>1. Analytical Rubric</p> <p>2. The answer to each indicator is given a score of 0 if there is no answer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Group Discussion and Presentation Explore, identify various 3 X 50 research designs	Group Discussion and Presentation Explore articles according to the 3 X 50 research design	<p>Material: Research Methods Literature: <i>Alan, Peshkin, & Corrine, Glesne. (1992). Becoming qualitative researchers: An Introduction. Longman.</i></p> <hr/> <p>Material: Introduction to Research Methods Literature: <i>Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston.</i></p> <hr/> <p>Material: Qualitative for Education Bibliography: <i>Bogdan, Robert C., & Biklen, Sari Khopp. (1982). Qualitative research for education. Boston: Allyn and Bacon.</i></p> <hr/> <p>Material: Action Research Bibliography: <i>Geoffrey E. Mils. (2000). Action research: A guide for teacher research.</i></p> <hr/> <p>Material: Conducting Educational Research Bibliography: <i>Tuckman, W. Bruce. (1972). Conducting educational research. New York: Harcourt Brace Jovanovich, Inc.</i></p>	3%
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7	Students are able to explain and determine research subjects, samples and populations.	<p>1. Students can explain the concepts of research subjects, samples and populations.</p> <p>2. Students can determine research subjects, samples and populations correctly</p>	<p>Criteria: Analytical Rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Group Discussion and Presentation Identify research subjects, samples and population 3 X 50	Group Discussion and Presentation Identify research subjects, samples and population 3 X 50	<p>Material: Quantitative and Qualitative Library: <i>Suryana. 2020. Research Methods. Practical Models of Quantitative and Qualitative Research. Bandung: Indonesian Education University</i></p> <hr/> <p>Material: Methods in Educational Research Bibliography: <i>diigo, M., Spalding, DT, & Voegte, KH 2010. Methods in Educational Research: From Theory to Practice, Second Edition. San Francisco, CA: Josey-Bass</i></p> <hr/> <p>Material: Educational Research Bibliography: <i>Borg, Walter R., & Gall, Meredith Damein. (1983). Educational research. New York: Longman.</i></p>	3%
8	master the skills of meetings 1 to 7	Mastering indicators 1 - 7	<p>Criteria: Test</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	UTS 3 X 50	UTS 3 X 50	<p>Material: Introduction to Research Methods Literature: <i>Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston.</i></p>	20%

9	Students are able to design research instruments and analyze data	<p>1. Students are able to design research instruments</p> <p>2. Students are able to develop data analysis techniques and their interpretation</p>	<p>Criteria: Practice Assessment Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PBL Reading textbooks, Developing instruments and data analysis. 3 X 50	PBL Develop instruments and data analysis. 3 X 50	<p>Material: Research Methods Literature: <i>Alan, Peshkin, & Corrine, Glesne. (1992). Becoming qualitative researchers: An Introduction. Longman.</i></p> <hr/> <p>Material: Introduction to Research Methods Literature: <i>Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) Introduction to research in education. New York: Holt, Rinehart and Winston.</i></p> <hr/> <p>Material: Qualitative for Education Bibliography: <i>Bogdan, Robert C., & Biklen, Sari Khopp. (1982). Qualitative research for education. Boston: Allyn and Bacon.</i></p> <hr/> <p>Material: Action Research Bibliography: <i>Geoffrey E. Mils. (2000). Action research: A guide for teacher research.</i></p> <hr/> <p>Material: Conducting Educational Research Bibliography: <i>Tuckman, W. Bruce. (1972). Conducting educational research. New York: Harcourt Brace Jovanovich, Inc.</i></p>	3%
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11	Students are able to explain quantitative research	<ol style="list-style-type: none"> 1. Students can explain qualitative research 2. Students can explain various qualitative research designs 3. Can develop a valid and reliable research instrument 	<p>Criteria: Analytical Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Group Discussions and Presentations Exploring, identifying sources or surrounding qualitative research 3 X 50	Group Discussion and Presentation Browse and review 3 X 50 qualitative research articles	<p>Material: Type of research instrument Library: Suryana. 2020. <i>Research Methods. Practical Models of Quantitative and Qualitative Research.</i> Bandung: Indonesian Education University</p> <hr/> <p>Material: Concepts and procedures for research instruments Reader: Suryana. 2020. <i>Research Methods. Practical Models of Quantitative and Qualitative Research.</i> Bandung: Indonesian Education University</p> <hr/> <p>Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). <i>Becoming qualitative researchers: An Introduction.</i> Longman.</p> <hr/> <p>Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) <i>Introduction to research in education.</i> New York: Holt, Rinehart and Winston.</p> <hr/> <p>Material: How to design and evaluate research in education Reference: Fraenkel, Jack R., & Wallen, Norman E. (1990). <i>How to design and evaluate research in education.</i> New York: McGraw-Hill Publishing Company.</p> <hr/> <p>Material: Educational Research Bibliography: Gay, LR (1981). <i>Educational research.</i> Columbus, Ohio: Abell & Howell Company.</p> <hr/> <p>Material: Action Research Bibliography: Geoffrey E. Mils. (2000). <i>Action research: A guide for teacher research.</i></p>	3%
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13	Students are able to carry out proposal seminars	<p>1. Students are able to design research proposals according to their interests</p> <p>2. Students are able to carry out proposal seminars.</p>	<p>Criteria: Practice Assessment Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PBL Read the UNESA 3 X 50 research manual	PBL Create and present a 3 X 50 research proposal	<p>Material: Usual research</p> <p>References: Gay, LR, Mills, GE, & Airasian, P. 2012. <i>Educational Research: Competencies for Analysis and Applications, Tenth Editions</i>. New Jersey: Pearson</p> <hr/> <p>Material: Research Methods</p> <p>Literature: Alan, Peshkin, & Corrine, Glesne. (1992). <i>Becoming qualitative researchers: An Introduction</i>. Longman.</p> <hr/> <p>Material: Introduction to Research Methods</p> <p>Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) <i>Introduction to research in education</i>. New York: Holt, Rinehart and Winston.</p> <hr/> <p>Material: How to design and evaluate research in education</p> <p>Reference: Fraenkel, Jack R., & Wallen, Norman E. (1990). <i>How to design and evaluate research in education</i>. New York: McGraw-Hill Publishing Company.</p> <hr/> <p>Material: Educational Research</p> <p>Bibliography: Gay, LR (1981). <i>Educational research</i>. Columbus, Ohio: Abell & Howell Company.</p> <hr/> <p>Material: Action Research</p> <p>Bibliography: Geoffrey E. Mils. (2000). <i>Action research: A guide for teacher research</i>.</p>	5%
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14	Students are able to carry out proposal seminars	<p>1. Students are able to design research proposals according to their interests</p> <p>2. Students are able to carry out proposal seminars.</p>	<p>Criteria: Practice Assessment Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PBL Read the UNESA 3 X 50 research manual	PBL Create and present a 3 X 50 research proposal	<p>Material: Usual research</p> <p>References: Gay, LR, Mills, GE, & Airasian, P. 2012. <i>Educational Research: Competencies for Analysis and Applications, Tenth Editions</i>. New Jersey: Pearson</p> <hr/> <p>Material: Research Methods</p> <p>Literature: Alan, Peshkin, & Corrine, Glesne. (1992). <i>Becoming qualitative researchers: An Introduction</i>. Longman.</p> <hr/> <p>Material: Introduction to Research Methods</p> <p>Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) <i>Introduction to research in education</i>. New York: Holt, Rinehart and Winston.</p> <hr/> <p>Material: How to design and evaluate research in education</p> <p>Reference: Fraenkel, Jack R., & Wallen, Norman E. (1990). <i>How to design and evaluate research in education</i>. New York: McGraw-Hill Publishing Company.</p> <hr/> <p>Material: Educational Research</p> <p>Bibliography: Gay, LR (1981). <i>Educational research</i>. Columbus, Ohio: Abell & Howell Company.</p> <hr/> <p>Material: Action Research</p> <p>Bibliography: Geoffrey E. Mils. (2000). <i>Action research: A guide for teacher research</i>.</p>	6%
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15	Students are able to carry out proposal seminars	<p>1. Students are able to design research proposals according to their interests</p> <p>2. Students are able to carry out proposal seminars.</p>	<p>Criteria: Practice Assessment Rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PBL Read the UNESA 3 X 50 research manual	PBL Create and present a 3 X 50 research proposal	<p>Material: Usual research References: Gay, LR, Mills, GE, & Airasian, P. 2012. <i>Educational Research: Competencies for Analysis and Applications, Tenth Editions</i>. New Jersey: Pearson</p> <p>Material: Research Methods Literature: Alan, Peshkin, & Corrine, Glesne. (1992). <i>Becoming qualitative researchers: An Introduction</i>. Longman.</p> <p>Material: Introduction to Research Methods Literature: Ary, Donald., Jacobs, Lucy Chesar., & Razaviech, Asghar. (1979) <i>Introduction to research in education</i>. New York: Holt, Rinehart and Winston.</p> <p>Material: How to design and evaluate research in education Reference: Fraenkel, Jack R., & Wallen, Norman E. (1990). <i>How to design and evaluate research in education</i>. New York: McGraw-Hill Publishing Company.</p> <p>Material: Educational Research Bibliography: Gay, LR (1981). <i>Educational research</i>. Columbus, Ohio: Abell & Howell Company.</p> <p>Material: Action Research Bibliography: Geoffrey E. Mils. (2000). <i>Action research: A guide for teacher research</i>.</p>	6%
16	UAS	Can complete tests/exams correctly	<p>Criteria: Based on the number of correct answers to all test items</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	UAS 3 X 50	UAS 3 X 50	<p>Material: Qualitative Research Methodology References: Moleong, LJ 2010. <i>Qualitative Research Methodology</i>. Bandung: PT Teen Rosdakarya</p>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Project Results Assessment / Product Assessment	57.5%
3.	Portfolio Assessment	12.5%
4.	Test	25%
		100%

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.