	Universitas Negeri Surabaya **Faculty of Social and Political Sciences** **History Education Undergraduate Study Program**	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Educational Research Methodology		8720103062		T=3	P=0	ECTS=4.77	4	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
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Learning model	**Project Based Learning**
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	The course content is focused on 2 things, namely the state of the art educational curriculum and analysis of historical education problems. The state of the art is accentuated on the nature of research, types of research, theoretical studies/theoretical foundations/literature studies, and PTK. Analysis of history education research problems is accentuated on determining the problem, determining variables, determining research methods and selecting analytical tools. The learning epistemology developed for course and competency learning outcomes is an expository, explanatory and exploratory approach.

References	**Main :**
	1. Chaedar Alwasilah, 2011. Pokoknya Kualitatif. Dasar-dasar Merancang dan Melakukan Penelitian Kualitatif. Jakarta: Pustaka Jaya 2. Riduwan, 2009. Skala Pengukuran Variabel-variabel Penelitian. Bandung: Alfabeta 3. Sari Wahyuni, 2012. Qualitative Research Method Theory and Practice. Jakarta: Salemba Empat 4. Sugiyono, 2013. Metode Penelitian Kombinasi. Bandung: Alfabeta 5. Suharsimi Arikunto, 2010. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta
	Supporters:

Supporting lecturer	Dr. Agus Suprijono, M.Si. Septina Alrianingrum, S.S., M.Pd. Corry Liana, S.Pd., M.Pd. Riyadi, S.Pd., M.A.

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 essence of educational research	Explain the nature of educational research	**Criteria:** individual **Form of Assessment** : Participatory Activities	Lecture, Question and answer, assignment 3 X 50			5%

2	Mastering the types of educational research	Describe the types of educational research	**Criteria:** individual **Form of Assessment** : Practice / Performance	Lecture, Question and answer, assignment 3 X 50			5%
3	Mastering hake kat PTK	Explain the nature of classroom action research	**Criteria:** individual **Form of Assessment** : Practice / Performance	Lecture, Question and answer, assignment 3 X 50			5%
4	Mastering the essence of research & development	Explain the nature of research and development	**Criteria:** individual **Form of Assessment** : Practice / Performance	Lecture, Question and answer, assignment 3 X 50			5%
5	Mastering the nature of research problems	Explain the nature of the research problem	**Criteria:** individual **Form of Assessment** : Practice / Performance	Lecture, Question and answer, assignment 3 X 50			5%
6	Mastering the essence of theoretical studies/theoretical foundations/literature studies	Explain the nature of theoretical studies/theoretical foundations/literature studies	**Criteria:** individual **Form of Assessment** : Practice / Performance	Lecture, Question and answer, assignment 3 X 50			5%
7	Mastering the nature of hypotheses. Mastering data collection techniques	Explain the nature of the research hypothesis. Explain data collection techniques	**Criteria:** individual **Form of Assessment** : Practice / Performance	Lecture, Question and answer, assignment 3 X 50			5%
8	UTS		**Criteria:** individual **Form of Assessment** : Project Results Assessment / Product Assessment	written test 3 X 50			15%
9	Mastering the verbal menu of proposals	Explains techniques for writing research proposals and research reports	**Criteria:** individual **Form of Assessment** : Practice / Performance	Lecture, Question and answer, assignment 3 X 50			5%
10	Mastering the role of research instrument design	Explain the research instruments needed according to the type of research	**Criteria:** individual **Form of Assessment** : Practice / Performance	Lecture, Question and answer, assignment 3 X 50			5%
11	Determining the validity of the instrument	Explain the feasibility of research instruments	**Criteria:** individual **Form of Assessment** : Practice / Performance	Lecture, Question and answer, assignment 3 X 50			5%
12	Application of instruments in simple research	Mastering measurement units in research instruments	**Criteria:** individual **Form of Assessment** : Practice / Performance	Lecture, Question and answer, assignment 3 X 50			5%
13	Application of instruments in simple research	Mastering measurement units in research instruments	**Criteria:** individual **Form of Assessment** : Practice / Performance	Lecture, Question and answer, assignment 3 X 50			5%

No							
14	Application of instruments in simple research	Mastering measurement units in research instruments	**Criteria:** individual **Form of Assessment** : Practice / Performance	Lecture, Question and answer, assignment 3 X 50			5%
15	Create research reports	Draft a research report	**Criteria:** individual **Form of Assessment** : Practice / Performance	Lecture, Question and answer, assignment 3 X 50			5%
16			**Form of Assessment** : Project Results Assessment / Product Assessment				15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Project Results Assessment / Product Assessment	30%
3.	Practice / Performance	65%
		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.