



Universitas Negeri Surabaya
Faculty of Economics and Business,
Master of Economics Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																											
Educational Research Methods	8710302053		T=2 P=0 ECTS=4.48	1	July 18, 2024																																											
AUTHORIZATION	SP Developer	Course Cluster Coordinator		Study Program Coordinator																																												
		Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D.																																												
Learning model	Case Studies																																															
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)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" 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>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course examines the application of research in the field of education, which includes the nature of educational research, approaches to educational research, formulation of research problems, theoretical studies, research variables, populations and samples, data collection techniques and instruments, data analysis and interpretation of results, as well as the application of action research. classes in economic education.																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. Borg, W. & Gall, M. 1983. Education Research (An Introductio n). New York: Longman. 2. Bogdan, Robert C dan Biklen Knopp.1982 . Qualitatif Research For Education: An Introduction To Theory and Methods . Boston: Allyn & Bacon. 3. Denzim N. & Lincoln, Y. 2009. Handbook of Qualitatif Research . Yogyakarta: Pustaka Pelajar. 4. Elliot, John. 2002. Action Research For Educational Change . Philadelphia: Open University Press 5. Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 1. Boston: McGraw Hill. 6. Hopkins, David. 2003. A Teacher Guide To Classroom Research . Buckingham: Open University Press. 7. Miles, Matthew B, dan Michel Huberman. 1992. Analisis Data Kualitatif. Penerjemah Cecep Rohendi . Jakarta: UI Press. 8. Mudrajad Kuncoro. 2004. Metode Kuantitatif. Edisi Kedua . Yogyakarta: AMP YKPN. 9. Moleong, Lexi J. 2008. Metodologi Penelitian Kualitatif . Bandung: Rosdakarya. 10. Sugiyono. 2005. Metode Penelitian Bisnis . Bandung : Alfabeta 																																															
	Supporters:																																															
Supporting lecturer	Prof.Dr. Waspodo Tjipto Subroto, M.Pd. Dr. Norida Canda Sakti, M.Si. Prof. Dr. Susanti, S.Pd., 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	Mastering the nature of educational research	<ul style="list-style-type: none"> *Describe the meaning of educational research *Analyze the scope of educational research *Describe the benefits of educational research *Analyze examples of educational research 	Criteria: 1.A = 85 - 100 2.A = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	*Active learning*Cooperative Learning*Brain Storming*Varied Lectures with Questions and Answers and Discussions 2 X 50			0%
2	Mastering the types of educational research	<ul style="list-style-type: none"> *Analyzing research based on objectives *Describing research based on methods *Analyzing research based on place *Analyzing research based on data type *Describing research based on data analysis 	Criteria: 1.A = 85 - 100 2.A = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Active Learning Cooperative Learning Problem base learning Lectures vary 2 X 50			0%
3	Mastering research approaches	<ul style="list-style-type: none"> *Describe the philosophical approach to research in education *Describe the paradigm and characteristics of quantitative research. *Describe the paradigms and characteristics of qualitative research *Analyze the paradigms and characteristics of mixed research approaches * 	Criteria: 1.A = 85 - 100 2.A = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Active Learning Cooperative Learning Problem base learning Lectures vary 3 X 50			0%
4	Mastering problem formulation	<ul style="list-style-type: none"> *Discovering problems in the field of education *Formulating problems in educational research *Creating the background of problems in educational research 	Criteria: 1.A = 85 - 100 2.A = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Active Learning Cooperative Learning Problem base learning Lectures vary 3 X 50			0%
5	Mastering theory as a basis for analyzing problems and formulating hypotheses	<ul style="list-style-type: none"> *Describe thinking skills for developing educational research *Discover problems in the field of education *Formulate problems in educational research *Create the background of problems in educational research 	Criteria: 1.A = 85 - 100 2.A = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Active Learning Cooperative Learning Problem base learning Lectures vary 3 X 50			0%
6	Mastering variables and formulating operational definitions of variables	<ul style="list-style-type: none"> *Identify research variables *Describe research variables operationally *Formulate operational definitions of variables 	Criteria: 1.A = 85 - 100 2.A = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Active Learning Cooperative Learning Problem base learning Lectures vary 3 X 50			0%

7	Mastering research design	*Describe a quantitative research design *Apply a qualitative research design *Describe a mixed research design *Apply a developmental research design	Criteria: 1.A = 85 - 100 2.A- = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Active Learning Cooperative Learning Problem base learning Lectures vary 3 X 50			0%
8	Mastering sampling rules and data collection techniques	*Describe the meaning of population and sample *Describe the sampling system in research *Apply sampling rules	Criteria: 1.A = 85 - 100 2.A- = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Active Learning Inquiry Base Learning Problem base learning Lectures vary 3 X 50			0%
9	UTS	UTS	Criteria: 1.A = 85 - 100 2.A- = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Active Learning Problem base learning 3 X 50			0%
10	Mastering data collection techniques and research instruments	*Describe data collection techniques *Determine relevant data collection techniques *Describe data collection instruments	Criteria: 1.A = 85 - 100 2.A- = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Active Learning Cooperative Learning Problem base learning Lectures vary 3 X 50			0%
11	Mastering the philosophy of classroom action research (PTK)	*Identify the characteristics of Classroom Action Research (PTK) *Describe the philosophy of implementing classroom action research *Describe the impact of implementing classroom action research *Describe the objectives of classroom action research	Criteria: 1.A = 85 - 100 2.A- = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Active Learning Cooperative Learning Problem base learning Lectures vary 3 X 50			0%
12	Mastering the philosophy of classroom action research (PTK)	*Identify models of classroom action research *Describe the implementation of cycles in classroom action research *Create a framework for thinking in classroom action research *Apply research methods in classroom action research	Criteria: 1.A = 85 - 100 2.A- = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Active Learning Cooperative Learning Problem base learning Lectures vary 3 X 50			0%
13	Mastering the principles of PTK implementation	*Applying data analysis techniques in PTK *Evaluating the application of data analysis techniques in PTK *Developing background to the problem	Criteria: 1.A = 85 - 100 2.A- = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Active Learning Cooperative Learning Problem base learning Lectures vary 3 X 50			0%

14	Mastering field data analysis techniques in PTK	*Apply field data analysis techniques *determine success criteria in PTK *Describe the systematics of preparing PTK reports *Analyze data in PTK	Criteria: 1.A = 85 - 100 2.A = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Applying data analysis techniques in PTK *Evaluating the application of data analysis techniques in PTK *Developing background to the problem 3 X 50			0%
15	Mastering the preparation of PTK reports	*Describe the systematics of preparing PTK reports *Analyze data in PTK *Make sense of the results of data analysis *Determine conclusions in PTK *Prepare suggestions in PTK reports	Criteria: 1.A = 85 - 100 2.A = 80 - 84 3.B = 75 - 79 4.B = 70 - 74	Applying data analysis techniques in PTK *Evaluating the application of data analysis techniques in PTK *Developing background to the problem 2 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.