



**Universitas Negeri Surabaya  
Faculty of Education,  
Basic 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>																																
Basic Education Research Methodology	8612203618		T=3	P=0	ECTS=6.72	2	July 17, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																	
	.....		.....			Neni Mariana, S.Pd., M.Sc., Ph.D.																																	
<b>Learning model</b>	Case Studies																																						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		P.O																																					
<b>Short Course Description</b>	This course discusses quantitative, qualitative, and mix-method research approaches with their various characteristics, types of research, research designs, problems, hypotheses, variables and definitions, measurement, development research, classroom action research, evaluation studies, and research analysis. Lecture activities are directed at producing research proposals and instruments																																						
	<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: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<b>Main :</b>																																						
	<ol style="list-style-type: none"> <li>1. Borg, W. &amp; Gall, M. 2007. Education Research (An Introduction). New York: Longman.</li> <li>2. Bogdan, Robert C dan Biklen Knopp.1982. Kualitatif Research For Education: An Introduction To Theory and Methods. Boston: Allyn &amp; Bacon.</li> <li>3. Denzim N. &amp; Lincoln, Y. 2009. Handbook of Kualitatif Research . Yogyakarta: Pustaka Pelajar.</li> <li>4. Ernest Stringer. 2006. Action Research: A Hand Book For Practitioners . London: SAGE Publication</li> <li>5. Creswell, J. W., &amp; Plano Clark, 2011. Designing and conducting mixed methods research 2nd ed.. Los Angeles, LA: Sage.</li> <li>6. Fraenkel, J. &amp; Wallen, N. 2011. How to Design and Evaluate Research in Education (Eight Edition) . Boston: McGraw Hill.</li> <li>7. Hopkins, David . 2003. A Teacher Guide To Classroom Research . Buckingham: Open University Press.</li> <li>8. Miles, Matthew B, dan Michel Huberman. 1992. Analisis Data Kualitatif. Penerjemah Cecep Rohendi. Jakarta: UI Press.</li> <li>9. Moleong, Lexi J. 2008. Metodologi Penelitian Kualitatif. Bandung: Rosdakarya</li> <li>10. Sugiyono,2012 . Metodologi Penelitian Kuantitatif, Kualitatif dan Kombinasi. Bandung: Alfabeta.</li> <li>11. Creswell, John F. 2010. Research Design-Pendekatan Kualitatif, Kuantitatif, dan Mixed. Yogyakarta: Pustaka Pelajar.</li> <li>12. Referensi Penelitian Pengembangan (Plomp &amp; Nieven, Tiagarhajan dkk, Dick-Carey, Kemp)</li> </ol>																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	Prof. Dr. Yatim Riyanto, M.Pd. Dr. Heru Subrata, M.Si. Prof. Dr. Mochamad Nursalim, M.Si. Prof. Dr. Suryanti, M.Pd. Dr. Hendratno, M.Hum. Prof. Dr. Budi Purwoko, S.Pd., M.Pd. Neni Mariana, S.Pd., M.Sc., Ph.D. Dr. Hitta Alfi Muhimmah, 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	Analyze the nature and examples of basic education research	1.Describe the philosophical worldview in educational research 2.Describe the paradigm background and general characteristics of quantitative, qualitative and mixed research	<b>Criteria:</b> Attached	Presentations, discussions, workshops 3 X 50			0%
2	Describe the research approach	1.Describe the philosophical worldview in educational research 2.Describe the paradigm background and general characteristics of quantitative, qualitative and mixed research	<b>Criteria:</b> Attached	Presentation and discussion 3 X 50			0%
3	Analyze theories relevant to the problem and formulate hypotheses	1.Describe how to carry out theoretical analysis 2.Describe plagiarism and propose techniques to prevent plagiarism 3.Applying quotations, references, and writing bibliography 4.Formulate a hypothesis	<b>Criteria:</b> Attached	Presentations, discussions, workshops, assignments 3 X 50			0%
4	Identify variables and formulate operational definitions of variables	1.Identifying research variables 2.Defining research variables operationally	<b>Criteria:</b> Attached	Presentations, discussions, workshops, assignments 3 X 50			0%
5	Implement the research design	Describe and apply quantitative research designs	<b>Criteria:</b> Attached	Presentations, discussions, assignments 3 X 50			0%
6	Implement the research design	Describe and apply quantitative research designs	<b>Criteria:</b> Attached	Presentations, discussions, assignments 3 X 50			0%
7	Implement the research design	Describe and apply quantitative research designs	<b>Criteria:</b> Attached	Presentations, discussions, assignments 3 X 50			0%
8	UTS	UTS	<b>Criteria:</b> -	UTS 3 X 50			0%

9	Implement the research design	<ol style="list-style-type: none"> <li>1. Describe and apply quantitative research designs</li> <li>2. Describe and apply mixed research designs</li> <li>3. Describe and apply the development research design</li> </ol>	<b>Criteria:</b> -	Presentations, discussions, workshops 3 X 50			0%
10	Implement the research design	<ol style="list-style-type: none"> <li>1. Describe and apply quantitative research designs</li> <li>2. Describe and apply mixed research designs</li> <li>3. Describe and apply the development research design</li> </ol>	<b>Criteria:</b> -	Presentations, discussions, workshops 3 X 50			0%
11	Apply sampling rules	<ol style="list-style-type: none"> <li>1. Describe the meaning of population and sample</li> <li>2. Apply sampling rules</li> </ol>	<b>Criteria:</b> -	Presentations, discussions, assignments 3 X 50			0%
12	Determine data collection techniques and research instruments	Describe data collection techniques Determine relevant data collection techniques Describe data collection instruments Determine relevant data collection instruments	<b>Criteria:</b> -	Presentations, discussions, assignments 3 X 50			0%
13	Perform data analysis and interpretation of results	<ol style="list-style-type: none"> <li>1. Describe descriptive analysis</li> <li>2. Describe inferential analysis</li> <li>3. Describe analysis in qualitative research</li> <li>4. Interpret analysis results</li> </ol>	<b>Criteria:</b> -	Presentation and discussion, assignment 3 X 50			0%
14	Perform data analysis and interpretation of results	<ol style="list-style-type: none"> <li>1. Describe descriptive analysis</li> <li>2. Describe inferential analysis</li> <li>3. Describe analysis in qualitative research</li> <li>4. Interpret analysis results</li> </ol>	<b>Criteria:</b> -	Presentation and discussion, assignment 3 X 50			0%
15	Make basic education research proposals	Compiling Chapter I Compiling Chapter II Compiling Chapter III	<b>Criteria:</b> -	Workshop 3 X 50			0%

16							0%
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**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**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.