	Universitas Negeri Surabaya **Faculty of Education,** **Bachelor of Primary School Teacher Education Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Research methodology	8620603211	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=4.77**	4	February 5, 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**	
	PLO-5	Analyzing the application of basic education science by prioritizing inclusive education based on technology and local wisdom.
	PLO-7	Distinguish the characteristics of research types and apply them in designing, implementing and reporting research results through the publication of articles as the development of science in elementary schools.
	PLO-11	Demonstrate the ability to solve learning through research.
	Program Objectives (PO)	
	PO - 1	Utilizing learning resources and ICT-assisted learning media to explore data/information in order to find and solve problems related to research methodology
	PO - 2	Have knowledge of the basic concepts of research methodology in a practical context
	PO - 3	Able to make the right decisions in dealing with problems in learning and educational problems and can provide solutions through writing scientific papers
	PO - 4	Have an honest and responsible attitude and behavior in developing research proposals to improve the quality of learning in elementary schools
	PLO-PO Matrix	

P.O	PLO-5	PLO-7	PLO-11
PO-1			
PO-2			
PO-3			
PO-4			

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
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	Methodology courses are theoretical and practical knowledge courses regarding basic research concepts, research problems, hypotheses, variables, determining & compiling instruments, data collection techniques, data analysis, and the ethics of writing scientific papers. In addition, students can develop research proposals and simulate. The final result of this course is that students can prepare a research proposal.	
References	**Main :**	

	1. John Creswell. 2015. Riset Pendidikan Perencanaan, Pelaksanaan, dan Evaluasi Riset Kualitatif & Kuantitatif. Yogyakarta: Pustaka Belajar. 2. Rochiati Wiriaatmadja. 2014. Metode Penelitian Tindakan Kelas. Bandung: Remaja Rosdakarya. 3. Syofian Siregar. 2014. Metode Penelitian Kuantitatif: Dilengkapi Perbandingan Perhitungan Manual & SPSS. Jakarta: Kencana Prenada Media. 4. Conseulo G. Sevilla, dkk. 1993. Pengantar Metode Penelitian. Jakarta: UI Press. 5. Suharsimi Arikunto, 2006. Prosedur Penelitian Suatu Pendekatan Priaktik. Jakarta: Rineka Cipta. 6. Lexy J. Moleong. 2010. Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya. 7. Muri Yusuf. 2014. Metode Penelitian: Kuantitatif, Kualitatif, dan Penelitian Gabungan. Jakarta: Prenada Media Group. 8. Suharsimi Arikunto, dkk. 2011. Penelitian Tindakan Kelas. Jakarta: Bumi Aksara. 9. Sifuddin Azwar. 2014. Reliabilitas dan Validitas. Yogyakarta: Pustaka Belajar. 10. Jack R. Fraenkel dan Norman E. Wallen. 2003. How To Design And Evaluate Research Education. New York: McGrill-Hill.
	Supporters:
	1. 1. Fricylia Rusdiana Putri dan Aries Suharso. 2023. Systematic Literature Review Penggunaan Metodologi Pengembangan Sistem Informasi. Vol. 9 No. 2: INFOTECH Journal 2. 2. Gea Aprilyada et.al. 2023. Peran Kajian Pustaka dalam Penelitian Tindakan Kelas. Vol 1 No 2: Jurnal Kreativitas Mahasiswa 3. 3. N.P.A.H Sanjayanti et.al. 2020. Integrasi Keterampilan 4C Dalam Modul Metodologi Penelitian. Vol. 3 No. 3: Jurnal Pedagogi dan Pembelajaran.
Supporting lecturer	Dr. Heru Subrata, M.Si. Dr. Wiryanto, M.Si. Prof. Dr. Wahyu Sukartiningsih, M.Pd. Prof. Dr. Suryanti, M.Pd. Drs. Mintohari, M.Pd. Dr. Hendratno, M.Hum. Neni Mariana, S.Pd., M.Sc., Ph.D. Maretha Dellarosa, M.A., Ph.D. Putri Rachmadyanti, S.Pd., M.Pd. Dr. Durrotun Nafisah, S.Pd., M.Pd. Dr. Hitta Alfi Muhimmah, M.Pd. Dr. Nurul Istiq'faroh, M.Pd. Dr. Fiena Saadatul Ummah, 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	Understand basic research concepts	1. Explain the meaning of research 2. State the research objectives 3. Describe the research procedures	**Criteria:** In accordance with the assessment rubric **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Lectures and questions and answers 4 X 50		**Material:** Understanding basic research concepts **References:** *Conseulo G. Sevilla, et al. 1993. Introduction to Research Methods. Jakarta: UI Press.*	3%

2	Developing research problems	1. Explaining the definition of a problem 2. Classifying the things that must be fulfilled in selecting a problem 3. Mentioning the characteristics of a good problem 4. Identifying the objectives of the preliminary study 5. Mentioning the method of preliminary study 6. Classifying the formulation of a good research problem 7. Identifying the form -form of research formulation	**Criteria:** According to the rubric **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	4 X 50 problem solving model		**Material:** Developing research problems **References:** *Suharsimi Arikunto, 2006. Research Procedures for a Practical Approach. Jakarta: Rineka Cipta.*	3%
3	Developing hypotheses in research	1. Explain the meaning of hypothesis 2. Describe the character of a hypothesis 3. State the function of a hypothesis 4. Identify types of hypotheses 5. Mention examples of hypotheses 6. Create a research hypothesis	**Criteria:** according to the assessment rubric **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Discussion and assignment 4 X 50		**Material:** Developing hypotheses in research **Reader:** *Syofian Siregar. 2014. Quantitative Research Methods: Equipped with a Comparison of Manual & SPSS Calculations. Jakarta: Kencana Prenada Media.*	4%
4	Determine research variables	1. Explain the meaning of variables 2. Mention the types of variables 3. Describe the relationship between variables	**Criteria:** according to the rubric	Talking stick model 4 X 50			0%

5	Determine & compile research instruments	1. Explain the meaning of research instruments 2. Mention the types of research 3. Describe the meaning of tests 4. Mention the types of tests 5. Describe the meaning of non-tests 6. Mention the types of non-tests 7. Mention the factors that influence the choice of research methods and instruments 8. Explain the procedures for procuring instruments 9. Describe the meaning of validity 10. Mention the types of validity 11. Describe the meaning of reliability 12. Mention the types of reliability	**Criteria:** according to the rubric	Lectures and questions and answers 4 X 50			0%
6	Develop data collection techniques	1. Understand the meaning of data collection 2. Describe the quality of research data 3. State how to collect data 4. Create data collection tools (interviews, observations and questionnaires)	**Criteria:** According to the rubric	Discussion and assignment 4 X 50			0%
7	Understand quantitative research data analysis techniques	1. Explain the meaning of quantitative research 2. Classify types of quantitative research 3. Understand quantitative research procedures	**Criteria:** according to the rubric	Jigsaw type cooperative model 4 X 50			0%
8	Midterm exam			4 X 50			0%
9	Understand qualitative research analysis techniques	1. Explain the meaning of qualitative research 2. Classify types of qualitative research 3. Understand qualitative research procedures	**Criteria:** According to the rubric	Lectures and questions and answers 4 X 50			0%
10	Understand PTK research analysis techniques	1. Explain the meaning of PTK research 2. Classify the types of PTK research 3. Understand the PTK research procedures	**Criteria:** According to the rubric	4 X 50 cooperative approach			0%

11	Understand research & development analysis techniques	1. Explain the meaning of research & development 2. Classify the types of research & development 3. Understand research & development procedures	**Criteria:** According to the rubric	4 X 50 problem based learning model			0%
12	Describe the ethics of writing scientific papers	1. Explain the meaning of ethics 2. Understand the ethics of citing other people's work 3. Understand the ethics of data collection 4. Understand the ethics of data analysis 5. Understand the ethics of making a bibliography 6. Understand the ethics of consultation 7. Understand the ethics of reporting	**Criteria:** According to the rubric	4 X 50 Discussion			0%
13	Develop research proposals.	1. Develop an introduction 2. Develop a literature review 3. Develop a research method 4. Formulate a bibliography 5. Determine attachments to the research proposal	**Criteria:** According to the rubric	Lectures and workshops 4 X 50			0%
14	Carrying out qualitative and quantitative research proposal seminars	1. Explain the meaning of a proposal seminar. 2. Describe the procedures for a proposal seminar. 3. Carry out qualitative research proposal seminar simulation activities. 4. Carry out quantitative research proposal seminar simulation activities.	**Criteria:** According to the rubric	Workshop 4 X 50			0%
15	Carrying out PTK proposal seminars as well as research & development	1. Carry out PTK proposal seminar simulation activities. 2. Carrying out research & development proposal seminar simulation activities.	**Criteria:** According to the rubric	Workshop 4 X 50			0%
16	Final exams			4 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	2%
2.	Project Results Assessment / Product Assessment	2%
3.	Portfolio Assessment	2%
4.	Practice / Performance	2%

5.	Test	2%
		10%

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** 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.
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.