SEMESTER LEARNING PLAN

	SURABAYA STATE UNIVERSITY **FACULTY OF EDUCATION** **DEPARTMENT OF EDUCATIONAL CURRICULUM AND TECHNOLOGY** **EDUCATIONAL TECHNOLOGY S1 STUDY PROGRAM**	**Document Code**

SEMESTER LEARNING PLAN						
COURSES (MK)	**CODE**	**MK family**	**WEIGHT (credits)**		**SEMESTER**	**Compilation Date**
Research methodology		Curriculum	**T=2**	**P=2**	**4**	May 5, 2022
AUTHORIZATION	**RPS Developer**		**RMK Coordinator**		**Head of Study Program**	
					Dr. Andi Kristanto, S.Pd. M.Pd.	

Learning Outcomes(CP)	**CPL-PRODI charged to MK**	
	CPL-S8	Able to demonstrate a scientific, critical and innovative attitude in scientific and responsible learning of educational technology
	CPL-P1	Mastering concepts, structures and materials in educational technology science as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher
	CPL-KK3	Solve problems based on the case study method or project-based group learning in the field of Education technology, by prioritizing digital literacy
	CPL-KU6	Able to produce outcomes in the form of high performance and commitment as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher
	Course Learning Outcomes (CPMK)	
	CPMK-S..	Able to demonstrate and apply a scientific and critical attitude in discussing the meaning of educational technology and learning technology.
	CPMK-P..	Mastering concepts and materials covering the area of education and learning technology, the perspective of educational technology includes knowledge and resources that influence educational technology as a developer of Educational Technology and Educational/Training Analyst.

	CPMK-KK…	Have the ability to work together with the case study method (case method) or collaborative learning in the basic concepts of educational technology to optimize the learning process.
	CPMK-KU..	Have the ability to apply the basic concepts of educational technology to education in Indonesia through collaborative learning.
	The final ability of each learning stage (Sub-CPMK)	
	Sub-CPMK1	Students are able to explain the basic concepts and types of research.
	Sub-CPMK2	Students can formulate research problems.
	Sub-CPMK3	Students can formulate research problems and variables.
	Sub-CPMK4	Students can describe and formulate the objectives and benefits of research
	Sub-CPMK5	Students can explain the purpose of conducting library research
	Sub-CPMK6	Students can develop hypotheses.
	Sub-CPMK7	Students can understand and analyze various types of research.
	Sub-CPMK8	Students can describe the population and research samples.
	Sub-CPMK9	Students can explain various experimental designs.
	Sub-CPMK10	Students canexplainvarious data collection methods as well as being able to choose data collection methods that are in accordance with the research variables.
	Sub-CPMK11	Students can develop research instruments and analyze the data properly.
	Sub-CPMK12	Students can prepare research proposals.
	Correlation between CPL/CPMK and Sub-CPMK	

	Sub-CPMK1	**Sub-CPMK2**	**Sub-CPMK3**	**Sub-CPMK4**	**Sub-CPMK5**	**Sub-CPMK6**	**Sub-CPMK7**	**Sub-CPMK8**	**Sub-CPMK9**	**Sub-CPMK10**	**Sub-CPMK11**	**Sub-CPMK12**
CPMK-S..												
CPMK-P…												
CPMK-KK…												
CPMK-KU…												

DescriptionShort MK	This course examines the basic concepts and implementation of qualitative and quantitative research in accordance with educational research steps and procedures, including: formulations, hypotheses, research variables, research design, sampling techniques, data collection methods, instrument development, data analysis, interpretation of research results. , drawing conclusions, and preparing proposals in accordance with scientific principles and ethics.

Notes:

Study Materials: Learning Materials	1. Understanding of basic concepts and types of research. 2. Understandingand formulate research problems. 3. Identificationmproblems and research variables. 4. Formulate the objectives and benefits of the research. 5. Analysis of the objectives of conducting a literature review. 6. Understanding formulates hypotheses. 7. Analysis of various types of research. 8. Understanding and analysis of the population and research sample. 9. Understanding of various experimental designs and selecting appropriate experimental designs. 10. Analysis of various data collection methods. 11. Research instrument development. 12. Preparation of research proposals.
References	**Main:**
	1. McMillan, James H., Schumacher, Sally. 2010. Research in Education. Seventh Edition 2. Hadi, Sutrisno. 2015. Research Methodology. Yogyakarta: Student Library 3. Cozby, Paul C., Bates, Scott C. 2012. Methods in behavioral research. New York: McGraw-Hill Companies, Inc 4. Creswell, John W. 2016. Research Design, Approaches, Qualitative, Quantitative, and Mixed Methods. Yogyakarta: Student Library 5. Rusijono and Mustaji. 2013. Research on learning technology. Surabaya: Unesa University Press
	Supporter:
	1. Sugiyono. (2007). Research methods are quantitative, qualitative and R & D / Sugiyono. Bandung :: Alphabeta,. 2. Punaji Setyosari, 1959- (author). (2015). Educational research and development methods/ Prof. Dr. H. Punaji Setyosari, M. Ed.. Jakarta:: Kencana,.
Supporting lecturer	
Subjectcondition	1. Students have taken / are currently taking the Basics of Education/Educational Science Course 2. Students have taken / are taking Learning Theory Courses 3. Students have taken / are currently taking Development Courses

Mg to-	**The final ability of each learning stage (Sub-CPMK)**	**Evaluation**		**Learning Forms, Learning methods, Student Assignment, [Estimated time]**		**Learning materials [References]**	**Rating Weight (%)**
		Indicator	**Criteria & Form**	**Offline Learning**	**Online Learning (online)**		
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**

1.	Students are able to explainbasic concepts and types of research	• Explainresearch meaning • Explain the typeresearch by field • Explain the type of research based on the place of research	**Assessment criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B+ = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Assessment Form:** Active discussion and participation, assignments		**Learning Forms & Methods:**Studying *Problem Based* Discussion / Questions and Answers (TM: 1x (2x50”)) **Assignment:** Conduct an analysis of the type of research based on the research approach. Essay Problem Description (PT + BM: (1+1) x (2x50”))	Learning Materials 1	3%
2.	Students can formulate research problems	• Able to find research problems in the field of Educational Technology. • Able to formulate research	**Assessment criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B+ = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59)		**Learning Forms & Methods:**Studying *Problem Based* Discussion / Questions and Answers	Learning Material 2	3%

		problems in the field of Educational Technology	B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Assessment Form:** Active discussion and participation, assignments		(TM: 1x (2x50”)) **Assignment:** Make a description of how the technique of obtaining research problems (PT + BM: (1+1) x (2x50”))		
3.	Students can explain about research problems and variables	• Describing the concept of research variables • Describe the concept of research variable status	**Assessment criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B+ = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Appraisal Form**:		**Learning Forms & Methods:**Studying *Problem Based* Discussion / Questions and Answers (TM: 1x (2x50”)) **Assignment:** Make a goal formulation and state the variables that exist in each research problem	Learning Material 3	3%

			Active discussion and participation, assignments		(PT + BM: (1+1) x (2x50"))		
4.	Students canformulate research objectives and benefits	• Formulate the objectives and benefits of research in accordance with the chosen problem	**Assessment criteria**: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B+ = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Assessment Form:** Active discussion and participation, assignments		**Learning Forms & Methods:**Studying *Problem Based* Discussion / Questions and Answers (TM: 1x (2x50")) **Assignment:** Formulate the objectives and benefits of research in accordance with the chosen problem (PT + BM: (1+1) x (2x50"))	Learning Materials 4	3%
5.	Students can explain about library research	• Explain the purpose of conducting library research	**Assessment criteria**: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B+ = 75 - 79 (3.6 - 3.69)		**Learning Forms & Methods:**Studying *Problem Based* Discussion / Questions and Answers	Learning Material 5	3%

			B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Assessment Form:** Active discussion and participation, assignments		(TM: 1x (2x50”)) **Assignment: Description** 1. Explain the purpose of conducting a literature review 2. Explain the relationship between the variables of the problem you choose		
6.	Students can develop hypotheses	• Explain the meaning and types of hypotheses • Formulate the underlying hypothesis and theory	**Assessment criteria**: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B+ = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99)		**Learning Forms & Methods:**Studying *Problem Based* Discussion / Questions and Answers (TM: 1x (2x50”)) **Assignment: Description** 1. Explain the meaning of hypothesis	Learning Materials 6	5%

			Assessment Form: Active discussion and participation, assignments		2. Explain the type of hypothesis 3. Formulate alternative and null hypotheses from the problem formulation that you choose 4. Explain the theory that underlies the hypothesis Presentation group division		
7.		Mid-Semester Assessment (PTS)					20%
8.	Students can explain various types of research	• Explain types of research based on field and place • Explaintype of research based on its use and approach	**Assessment criteria**: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B+ = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99)	**Learning Forms & Methods:** Offline Lecture Conducting Group 1 Presentation Presentation, Discussion and analysis **Assignment:** None (TM: 1x (4x50"))		Learning Material 7	5%

			Assessment Form: Active discussion and participation, results of group work presentations				
9.	Students can describe the population and research samples	• Describe the meaning of population and sample • Describe the main characteristics of the sample • Explain the type of sampling technique	**Assessment criteria**: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B+ = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Assessment Form:** Active discussion and participation, results of group work presentations	**Learning Forms & Methods:** Offline Lecture Conducting Group 2 Presentation Presentation, Discussion and analysis **Assignment:** None (TM: 1x (4x50"))		Learning Material 8	5%
10.	Students can analyze various experimental designs	• Describe and be able to choose an	**Assessment criteria**: A = 86 - 100 (3.8 - 4.00)	**Learning Forms & Methods:**		Learning Material 9	5%

		experimental design that fits the research problem and conditions in the field	A- = 80 - 85 (3.7 - 3.79) B+ = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Assessment Form:** Active discussion and participation, results of group work presentations	Offline Lecture Doing Group 3 Presentation Presentation, Discussion and analysis **Assignment:** None (TM: 1x (4x50"))			
11.	Students can explain various methods of data collection	• Analyzing various data collection methods • Choosing a data collection method that is in accordance with the research variables	**Assessment criteria**: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B+ = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39)	**Learning Forms & Methods:** Offline Lecture Conducting Group 4 Presentation Presentation, Discussion and analysis		Learning Material 10	5%

			D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Assessment Form:** Active discussion and participation, results of group work presentations	**Assignment: Description** 1. Mention the research variables in the problem formulation that you choose! 2. Mention the right method of collecting data to collect data about the variable! (TM: 1x (4x50"))			
12.	Students can analyze and develop research instruments	• Develop operational definitions of variables • Develop variable indicators • Creating an instrument development grid • Arrange instrument items	**Assessment criteria**: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B+ = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Assessment Form:**	**Learning Forms & Methods:** Offline Lecture Conducting Group 5 Presentation Presentation, Discussion and analysis **Assignment:** None (TM: 1x (4x50"))		Learning Material 11	5%

			Active discussion and participation, results of group work presentations				
13.	Students can analyze data correctly	• Mastering various data analysis techniques • Choosing the right data analysis technique	**Assessment criteria**: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B+ = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Assessment Form:** Active discussion and participation, results of group work presentations	**Learning Forms & Methods:** Offline Lecture Doing Group 6 Presentation Presentation, Discussion and analysis **Assignment:** None (TM: 1x (4x50"))		Learning Material 11	5%
14.	Students analyze data correctly	• Mastering various data analysis techniques	**Assessment criteria**: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79)		**Learning Forms & Methods:**Studying *Problem Based*	Learning Material 11	5%

		• Choosing the right data analysis technique	B+ = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Assessment Form:** Active discussion and participation, assignments		Discussion / Questions and Answers (TM: 1x (2x50”)) **Assignment: Data analysis** 1. Mention one of the problem formulations that you choose! 2. State the type of data needed as a basis for answering the problem formulation! 3. Mention the right data analysis technique to answer the problem formulation!		
15.	Students can prepare research proposals in the field of Educational Technology	• Prepare research proposals in the field of Educational Technology	**Assessment criteria**: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B+ = 75 - 79 (3.6 - 3.69)		**Learning Forms & Methods:**Studying *Problem Based* Discussion / Questions and Answers	Learning Material 12	5%

			B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3,49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Assessment Form:** Active discussion and participation, assignments		(TM: 1x (2x50”)) **Assignment:** The results of the work in the form of a complete research proposal.		
16.	Final Semester Assessment (PAS)						20%

1. **Learning Outcomes of Graduates of Study Program (CPL-PRODI)**is the ability possessed by every graduate of the study program which is the internalization of attitudes, mastery of knowledge and skills in accordance with the level of study program obtained through the learning process.
2. **CPL charged to the course**are some of the learning outcomes of study program graduates (CPL-PRODI) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **CP Course (CPMK)**is the ability that is described specifically from the CPL that is charged to the course, and is specific to the study material or learning material for the course.
4. **Sub-CP Course (Sub-CPMK)**is the ability that is described specifically from the CPMK that can be measured or observed and is the final ability that is planned at each stage of learning, and is specific to the learning material of the course.
5. **Rating indicators**ability in the process and student learning outcomes is a specific and measurable statement that identifies the ability or performance of student learning outcomes accompanied by evidence.
6. **Rating Criteria**is a benchmark that is used as a measure or benchmark for learning achievement in an assessment based on predetermined indicators. Assessment criteria are guidelines for raters so that the assessment is consistent and unbiased. Criteria can be either quantitative or qualitative.
7. **Assessment technique:**test and non-test.
8. **Learning form:**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 the study material that can be presented in the form of several main points and sub-topics.
11. **Rating weight**is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK, and the total is 100%.
12. **PB**= Learning Process,**PT**=Structured Assignments,**KM**= Independent Activities.

Portfolio of Student CPL Achievement Assessment & Evaluation

Mg	CPL	CPMK (CLO)	Sub-CPMK (LLO)	Indicator	Question Form - Weight(%)*)		Weight (%) Sub-CPMK	Mhs value (0-100)	=p((Mhs Grade) X (Weight%)*))	Achievement of CPL at the Constitutional Court (%)
1	CPL-P1	CPMK-P	Sub-CPMK 1	1-1	Essay Questions	3	3			
2	CPL-KU6	CPMK-KU	Sub-CPMK 2	1-2	Essay Questions	3	3			
3	CPL-P1	CPMK-P	Sub-CPMK 3	1-3.1	Depth Question	3	3			
4	CPL-P1	CPMK-P	Sub-CPMK 3	1-3.2	Depth Question	3	3			
5	CPL-P1	CPMK-P	Sub-CPMK 4	1-1.1	Quiz	3	3			
6	CPL-KK3	CPMK-KK	Sub-CPMK 4	1-4.2	Quiz	5	5			
7	**Mid-Semester Evaluation (ETS)**					**20**	**20**			
8	CPL-KK3	CPMK-KK	Sub-CPMK 5	1-5	Work in group + Presentation group presentation (6)	15 + 15	30			
9	CPL-KK3	CPMK-KK	Sub-CPMK 6	1-6						
10	CPL-KU6	CPMK-KU	Sub-CPMK 7	1-7						
11	CPL-KK3	CPMK-KK	Sub-CPMK 8	1-8						
12	CPL-KU6	CPMK-KU	Sub-CPMK 9	1-9						
13	All Types of CPL	All Types of CPMK	Sub-CPMK 10	1-10						
14			Sub-CPMK 11	1-11	Data analysis	5	5			

15			Sub-CPMK 12	1-12	Research proposal	5	5			
16	**End of Semester Evaluation (EAS)**					**20**	**20**			
					Total weight (%)	100	100			
					Student's final grade (ģ(Mhs Grade) X (Weight%))					

Notes: CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes