	Universitas Negeri Surabaya Faculty of Education, Master of Guidance and Counseling Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
RESEARCH METHODOLOGY	12oke03023	Compulsory Study Program Subjects	T=3	P=0	ECTS=6.72	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Prof. Dr. Rusijono, M.Pd.	Prof. Dr. Rusijono, M. Pd; Dr. Retno Tri Hariastuti, M.Pd., Kons	Prof. Dr. Najlatun Naqiyah, M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course

Program Objectives (PO)

PO - 1	Contribute to improving the quality of life in society, nation, state and civilization based on Pancasila (S3)
PO - 2	cooperation and have social sensitivity and concern for society and the environment (S6)
PO - 3	Able to develop logical, critical, systematic and creative thinking through scientific research, creating designs or art in the field of science and technology in the field of guidance and counseling that pays attention to and applies humanities values (KU-1)
PO - 4	Able to compile scientific conceptions and study results based on scientific rules, procedures and ethics in the form of a thesis whose abstract is uploaded on the university website, as well as articles published in scientific journals or proceedings (KU-2)
PO - 5	Able to carry out academic validation or guidance and counseling studies in solving educational problems through developing guidance and counseling knowledge and skills (KU-3)
PO - 6	Able to compile ideas, thoughts and scientific arguments responsibly and based on academic ethics in the field of guidance and counseling, and communicate them through the media to the academic community and the wider community (KU-4)
PO - 7	Able to identify research objects in the fields of education, guidance and counseling and position them in a research map developed through an interdisciplinary or multidisciplinary approach (KU-5)
PO - 8	Able to make decisions in the context of problem solving and the development of science and technology in the field of guidance and counseling that pays attention to and applies humanities values based on scientific or experimental studies of information and data (KU-6)
PO - 9	Able to manage, develop and maintain working networks with colleagues, peers within the institution, society and the wider research community (KU-7)
PO - 10	Able to be accountable for research results by documenting, storing, securing and rediscovering data to ensure validity and prevent plagiarism (KU-9)
PO - 11	Mastering the science of education, guidance and counseling as a paradigm in developing knowledge and solving problems of the nation, society and students (P-1)
PO - 12	Mastering various theories, concepts and research results that are relevant to research paradigms or frameworks in the field of Guidance and Counseling (P-2) Mastering research methodology in the field of Guidance and Counseling to strengthen evidence-based theory and the basis for practice (P-3)
PO - 13	Guidance and Counseling Mastering knowledge and learning approaches that are able to maintain and develop the quality of education at undergraduate level and the School Guidance and Counseling profession (P-5)
PO - 14	Carrying out educational research in the field of analytical guidance and counseling (KK-9)
PO - 15	Compile and publish scientific papers in scientific forums and/or journals (KK-10)
PO - 16	Examining multicultural issues related to politics, economics, social and culture in the educational context for guidance and counseling services (KK-12)

PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4
PO-5
PO-6
PO-7
PO-8
PO-9
PO-10
PO-11
PO-12
PO-13
PO-14
PO-15
PO-16

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																
PO-5																
PO-6																
PO-7																
PO-8																
PO-9																
PO-10																
PO-11																
PO-12																
PO-13																
PO-14																
PO-15																
PO-16																

Short Course Description

This course discusses the concept and nature of research and its contribution to the development of science, identifying and selecting a problem in the field of education that is worthy of research, writing it in a problem background format and formulating it operationally in the form of a research question, reviewing literature relevant to the problem research to be solved and writing it correctly in accordance with the applicable format and rules for writing scientific papers and formulating/compiling a research thinking framework to solve a research problem based on a theory or integration of theories put forward in the literature review.

References

Main :

1. Ary, D., Jacobs, L.C., & Sorensen, C. 2010.Introduction to Research in Education,Eight Edition. Belmont, CA: Wadworst Cengage Learning.
2. Creswell, J.W. 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition . Boston: Pearson
3. Gay, L.R., Mills, G.E., & Airasian, P. 2012. Educational Research: Competencies for Analysis and Applications, Tenth Editions . New jersey: Pearson
4. Lodigo, M., Spalding, D.T., & Voegte, K.H. 2010. Methods in Educational Research: From Theory to Practice , Second Edition . San Fransicco, CA: Josey-Bass
5. Mc Millan, J.H. 2008. Educational Research: Fundamentals for Consumer, Fifth Edition . Boston: Pearson.
6. Moleong, L.J. 2010. Metodologi Penelitian Kualitatif . Bandung: PT Remaja Rosdakarya
7. Pascasarjana. 2018. Panduan Penulisan Thesis dan Disertasi. Surabaya: Pascasarjana Unesa

Supporters:

Supporting lecturer

Prof. Dr. Maria Veronika Roesminingsih, M.Pd.
Dr. Retno Tri Hariastuti, M.Pd., Kons.

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 the nature of research and its contribution to the development of science	1. Can define research concepts. 2. Can explain the meaning of research methodology 3. Get the four general objectives of research (describe, explain, predict, and control behavioral symptoms) and briefly explain each of these objectives. Can explain the contribution of research in supporting the development of science (theory and practice). 4. Can state the general steps in research along with explanations. 5. Can put forward and explain several modes of approach in research based on the targeted data market, objectives, methods used.	**Criteria:** Follow UNESA assessment guidelines **Form of Assessment** : Participatory Activities	lecture/presentation, discussion, homework (in-depth) 3 X 50			5%
2	Can identify and select a problem in the field of education that is worthy of research, write it in a problem background format and formulate it operationally in the form of a research question.	1. Can explain the meaning of research problems 2. Can reveal the sources of educational problems 3. Can state the criteria for problems that are interesting to research. 4. Can identify a problem in the field of education that is actual, interesting and urgent to be solved through research 5. Can analyze problems and develop them into research topics. 6. Can state the importance of a problem to be researched in the form of written background to the research problem. 7. Can formulate specific problems in the form of research questions and/or research objectives.	**Criteria:** Follow the assessment system in the Unesa Guidebook **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures/presentations, discussions, homework (identifying a problem in the field of BK theory and practice that is factual and urgent to be solved through research) 3 X 50		**Material:** collaborating with other people and having social sensitivity and concern for society and the environment. Main library, internet, references/learning resources/other media both digital and non-digital **Library:** *Creswell, JW 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition. Boston: Pearson*	5%
3	Can make a literature review that is relevant to the research problem to be solved and write it correctly in accordance with the applicable format and rules for writing scientific papers	1. Can explain the purpose of a literature review in a research activity. 2. Can state and explain the sources of literature studies. 3. Can put forward and explain the content in a literature review. 4. Can make quotations correctly in accordance with applicable rules. 5. Can compile a bibliography correctly in accordance with applicable rules. 6. Can create an example of literature review writing that is relevant to the proposed research problem which contains definitions of relevant concepts, theories and previous research results.	**Criteria:** Follow the assessment system in the Unesa Guidebook **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures/presentations, discussions, homework (compiling a literature review that is relevant to the research objectives and applicable format) 3 X 50		**Material:** Literature review relevant to the research problem to be solved and writing it correctly in accordance with the format and rules for writing scientific papers that apply Main library, internet, references/learning resources/other media both digital and non-digital **Library:** *Creswell, JW 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition. Boston: Pearson*	5%

4	Able to formulate/compile a research thinking framework to solve a research problem based on a theory or integration of theories put forward in the literature review.	1. Can explain the meaning of frame of mind. 2. Can explain the purpose of preparing a framework. 3. Can develop a framework for thinking about the relationship between research variables in order to answer research problems both narratively/descriptively and graphically (charts).	**Criteria:** Follow the assessment system in the Unesa Guidebook **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, homework (creating a research framework based on the theory used to solve research problems) 3 X 50		**Material:** Formulate/compile a research framework to solve a research problem based on a theory or integration of theories put forward in a literature review, including: Definition, Objectives, Models/examples Main library, internet, references/learning sources/other media, both digital and non-digital **References:** *Creswell, JW 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition. Boston: Pearson*	5%
5	Able to correctly formulate a research hypothesis about the relationship between variables	1. Can explain the meaning of hypothesis. 2. Can name the types of hypotheses and make examples of each type. 3. Can put forward the characteristics of a good hypothesis. 4. Can make hypotheses about the relationships between variables in a proposed research plan.	**Criteria:** In accordance with Unesa assessment guidelines **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions and homework (composing research hypotheses from several examples of research plans) 3 X 50		**Material:** Solving educational problems related to the field of research methodology in a broader context Main library, internet, references/learning resources/other media both digital and non-digital **Library:** *Creswell, JW 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition . Boston: Pearson*	5%
6	Students can conduct research using designs in a quantitative approach	1. Can explain the essence of quantitative research approaches 2. Can mention research designs in a quantitative approach. 3. Can explain the objectives and research process of each design in a quantitative approach. 4. Given five research plan cases, you can choose the most relevant research design and state the steps for implementing it.	**Criteria:** In accordance with Unesa assessment guidelines **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions and giving 3 X 50 homework assignments		**Material:** Develop ideas, thoughts and scientific arguments based on academic ethics in the field of guidance and counseling, and communicate them through the media to the academic community and the wider community. Main library, internet, references/learning resources/other media both digital and non-digital **Library:** *Creswell, JW 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition. Boston: Pearson*	5%

7	Students can conduct research using a design from a quantitative approach	1. Can explain the essence of quantitative research approaches 2. Can mention research designs in a quantitative approach. 3. Can explain the objectives and research process of each design in a quantitative approach. 4. Given five research plan cases, you can choose the most relevant research design and state the steps for implementing it.	**Criteria:** In accordance with the assessment guidelines in the Pandian Unesa book **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, Discussions and 3 X 50 homework assignments		**Material:** research using a design in a quantitative approach, including: Experimental Quantitative Research Design, which includes: understanding, pre-experiment, quasi-experiment, and pure experiment. Mixed research design Main library, internet, references/learning sources/other media both digital and non-digital **Library:** *Creswell, JW 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition. Boston: Pearson*	5%
8	UTS	UTS	**Criteria:** In accordance with the assessment criteria in the Unesa guidebook **Form of Assessment** : Test	UTS 4 X 50			15%
9	Students can conduct research using a research design in a qualitative approach	1. Can explain the meaning of a qualitative research approach 2. Can mention the characteristics of a qualitative research approach. 3. Can explain the types of research designs in a qualitative approach 4. Can explain the objectives and research process of each design in a qualitative approach. 5. Given four cases of research objectives, you can choose one qualitative research design appropriately.	**Criteria:** In accordance with the assessment criteria in the Unesa guidebook **Form of Assessment** : Project Results Assessment / Product Assessment	lectures, discussions and homework 3 X 50		**Material:** Able to manage, develop and maintain working networks with colleagues, peers within the institution, society and the wider research community. Main library, internet, references/learning resources/other media both digital and non-digital **Library:** *Creswell, JW 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition. Boston: Pearson*	5%
10	Students can conduct research using a research design in a qualitative approach	1. Can explain the meaning of a qualitative research approach 2. Can mention the characteristics of a qualitative research approach. 3. Can explain the types of research designs in a qualitative approach 4. Can explain the objectives and research process of each design in a qualitative approach. 5. Given four cases of research objectives, you can choose one qualitative research design appropriately.	**Criteria:** Follow the assessment system in the Unesa Guidebook **Form of Assessment** : Project Results Assessment / Product Assessment	lectures, discussions, and homework/practice assignments 3 X 50		**Material:** Able to be accountable for research results by documenting, storing, securing and rediscovering data to ensure validity and prevent plagiarism. Main library, internet, references/learning resources/other media both digital and non-digital **Library:** *Creswell, JW 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition. Boston: Pearson*	5%

11	Can determine the population, sample, research subjects correctly in accordance with the rules for sampling.	1. Can define the term population 2. Can define sample terms 3. Can express and explain research sampling techniques. 4. Can set sample size. 5. Can correctly determine sampling techniques in the proposed research plan. 6. Can describe the steps of the sampling procedure according to the chosen technique.	**Criteria:** Follow the assessment system in the Unesa Guidebook **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions and homework 3 X 50		**Material:** Mastering the science of education, guidance and counseling as a paradigm in developing knowledge and solving problems of the nation, society and students. Main library, internet, references/learning resources/other media both digital and non-digital **Library:** *Creswell, JW 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition. Boston: Pearson*	5%
12	Can determine research variables and define them operationally	1. Can explain the meaning of research variables. 2. Can distinguish several types of research variables and their meanings. 3. Can determine research variables in the proposed research plan. 4. Can conceptually and operationally define research variables in the proposed research plan	**Criteria:** Follow the assessment system in the Unesa Guidebook **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, homework (assigning and defining variables) 3 X 50		**Material:** master research methodology in the field of Guidance and Counseling to strengthen evidence-based theory and a basis for practice Main library, internet, references/learning resources/other media both digital and non-digital **Library:** *Creswell, JW 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition . Boston: Pearson*	5%
13	Can choose appropriate methods and instruments to collect research data	1. Can define the term research data. 2. Can mention and explain the scale of research data. 3. Can define the term research instrument. 4. Can mention the types of data collection methods and instruments. 5. Can choose the type of research instrument appropriately according to the research objectives set out in the research plan. 6. Can administer a research instrument correctly.	**Criteria:** Follow the assessment system in the Unesa Guidebook **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, home threes (practice) 3 X 50		**Material:** Mastering knowledge and learning approaches that are able to maintain and develop the quality of education at undergraduate level and the School Guidance and Counseling profession. Main library, internet, references/learning resources/other media both digital and non-digital **Library:** *Creswell, JW 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition. Boston: Pearson*	5%

14	Able to select and administer data analysis techniques in quantitative and qualitative approaches	1.Can explain the purpose of data analysis in research activities. 2.Can express and explain data analysis techniques in quantitative and qualitative research 3.Can choose appropriate data analysis techniques based on the research objectives in the proposed research plan. 4.Can process data according to the technique used and then draw conclusions linearly based on the analysis results	**Criteria:** Follow the assessment system in the Unesa Guidebook **Form of Assessment** : Project Results Assessment / Product Assessment	Student Active Learning 3 X 50		**Material:** Carrying out educational research in the field of guidance and counseling with an analytical nature Main library, internet, references/learning resources/other media both digital and non-digital **Library:** *Creswell, JW 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research , Fourth Edition . Boston: Pearson*	5%
15	Students are able to prepare a proposal/research proposal in the field of science they are involved in	Can write/compile a proposal/research proposal to solve a factual and urgent problem in theory and practice in the scientific discipline in which they are involved in accordance with applicable systematics and scientific rules.	**Criteria:** Suitability of content and format, correctness of writing, language, current issues, novelty of research results **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, discussions, homework (writing research proposals in the field of education) 3 X 50		**Material:** Prepare a proposal/research proposal in the field of science in which they are involved Main library, internet, references/learning resources/other media both digital and non-digital **Library:** *Creswell, JW 2012. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research , Fourth Edition . Boston: Pearson*	5%
16			**Criteria:** In accordance with the assessment criteria in the Unesa guidebook **Form of Assessment** : Test	Final Semester Exam 3 x 50			15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	7.5%
2.	Project Results Assessment / Product Assessment	62.5%
3.	Test	30%
		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** 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.