	Universitas Negeri Surabaya Faculty of Social Sciences and Law Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
QUANTITATIVE RESEARCH METHODOLOGY	8700103003		T=2	P=1	ECTS=4.77	2	July 19, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	TIM MBKM	TIM MBKM	Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D.

Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-11	Able to prepare interdisciplinary, multidisciplinary or transdisciplinary research, including theoretical studies and/or experiments in the fields of science, technology, arts and innovation which are outlined in the form of dissertations, and papers that have been published in reputable international journals.
	PLO-14	Produce new theories/concepts in educational sciences and social sciences as a basis for ontology, epistemology and axiology of educational development in the social sciences through interdisciplinary, multidisciplinary and transdisciplinary research expertise.
	PLO-18	Graduates are able to develop theories in the field of Social Sciences education as a whole.
	Program Objectives (PO)	
	PLO-PO Matrix	

P.O	PLO-11	PLO-14	PLO-18

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

Short Course Description	The course aims to provide insight and ability for students to prepare proposals and compile reports on scientific research results. For this purpose, this course will introduce research paradigms, scientific philosophical foundations of geography and education, formulation of research problems, formulating a framework for scientific thinking, research approaches, preparation of variables and instruments, data processing, research work procedures, and methods of analysis.	
References	**Main :**	

1. Walter R. Borg and Meredith D. Gall. (1999)Education Research: An Introduction. Fourth Edition, Longman Inc, New York
2. Christensen, L. B. (1997). Experimental methodology. (7 ed). Bosan and Bacon
3. Denzin, N. K. et al. (1994). Handbook of qualitative research. California Publication, Inc.
4. Sugiono. 2014. Statistika Untuk Penelitian. Bandung Alfabeta.
5. Yunus, H.S., (2010). Metode Penelitian Wilayah Kontemporer. Pustaka Pelajar, Yogyakarta.

Supporters:	
Supporting lecturer	

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	Able to analyze research paradigms	accuracy of explaining ontological, epistemological, axiological 2. Accuracy of explaining spatial, environmental, complex areas	**Criteria:** 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture: Discussion, • Assignment-1: Prepare a quantitative qualitative paper. 2 x 50	Lecture: Discussion, • Assignment-1: Prepare a quantitative qualitative paper. 1 x 60	**Material:** scientific research paradigms **Reader:** *Sugiono. 2014. Statistics for Research. Bandung Alphabeta.*	7%
2	Able to analyze research paradigms	accuracy of explaining ontological, epistemological, axiological 2. Accuracy of explaining spatial, environmental, complex areas	**Criteria:** 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture: Discussion, • Assignment-1: Prepare a quantitative qualitative paper. 2 x 50	Lecture: Discussion, • Assignment-1: Prepare a quantitative qualitative paper. 1 x 60	**Material:** scientific research paradigms **Reader:** *Sugiono. 2014. Statistics for Research. Bandung Alphabeta.*	7%
3		Accuracy of explaining problems, variables, hypotheses, instruments	**Criteria:** 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture: Discussion, Assignment: Arrange 2 x 50 geographic research variables	Lecture: Discussion, Assignment: Arrange 1 x 60 geographic research variables	**Material:** research instruments **Bibliography:** *Walter R. Borg and Meredith D. Gall. (1999) Education Research: An Introduction. Fourth Edition, Longman Inc., New York*	7%
4		Accuracy of explaining problems, variables, hypotheses, instruments	**Criteria:** 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture: Discussion, Assignment: Arrange 2 x 50 geographic research variables	Lecture: Discussion, Assignment: Arrange 1 x 60 geographic research variables	**Material:** formulating research problems **Literature:**	7%
5	Able to formulate research data acquisition	Accuracy of explaining Surveys, Experiments, snowballing	**Criteria:** 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture: Discussion, • Assignment: Prepare a 2 x 50 data acquisition paper	Lecture: Discussion, • Assignment: Prepare a 1 x 60 data acquisition paper	**Material:** Survey, Experiment, snowball **Reference:** *Christensen, LB (1997). Experimental methodology. (7 ed.). Bored and Bacon*	7%
6	Able to formulate research data acquisition	Accuracy of explaining Surveys, Experiments, snowballing	**Criteria:** 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture: Discussion, • Assignment: Prepare a 2 x 50 data acquisition paper	Lecture: Discussion, • Assignment: Prepare a 1 x 60 data acquisition paper	**Material:** Survey, Experiment, snowball **Reference:** *Christensen, LB (1997). Experimental methodology. (7 ed.). Bored and Bacon*	7%

7	Able to formulate research data acquisition	Accuracy of explaining Surveys, Experiments, snowballing	**Criteria:** 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture: Discussion, • Assignment: Prepare a 2 x 50 data acquisition paper	Lecture: Discussion, • Assignment: Prepare a 1 x 60 data acquisition paper	**Material:** Survey, Experiment, snowball **Reference:** *Christensen, LB (1997). Experimental methodology. (7 ed.). Bored and Bacon*	7%
8		mastery of theory and practice	**Criteria:** 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Test	written test 2 x 50	written test 1 x 60	**Material:** test **Library:**	1%
9	Able to develop educational research variables and instruments	The accuracy of compiling educational research variables and instruments	**Criteria:** 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture: Discussion, • Assignment: Arrange 2 x 50 variables and instruments	Lecture: Discussion, • Assignment: Arrange 1 x 60 variables and instruments	**Material:** variables and instruments **Reader:** *Sugiono. 2014. Statistics for Research. Bandung Alphabeta.*	7%
10	Able to develop educational research variables and instruments	The accuracy of compiling educational research variables and instruments	**Criteria:** 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture: Discussion, • Assignment: Arrange 2 x 50 variables and instruments	Lecture: Discussion, • Assignment: Arrange 1 x 60 variables and instruments	**Material:** variables and instruments **Reader:** *Sugiono. 2014. Statistics for Research. Bandung Alphabeta.*	7%
11	Able to analyze educational research data	The accuracy of compiling educational research variables and instruments	**Criteria:** 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture: Discussion, • Assignment: Arrange 2 x 50 variables and instruments	Lecture: Discussion, • Assignment: Arrange variables and instruments 1 x 60	**Material:** analysis of educational research data. **Reference:** *Walter R. Borg and Meredith D. Gall. (1999) Education Research: An Introduction. Fourth Edition, Longman Inc., New York*	7%
12	Able to analyze educational research data	The accuracy of compiling educational research variables and instruments	**Criteria:** 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture: Discussion, • Assignment: Arrange 2 x 50 variables and instruments	Lecture: Discussion, • Assignment: Arrange variables and instruments 1 x 60	**Material:** analysis of educational research data. **Reference:** *Walter R. Borg and Meredith D. Gall. (1999) Education Research: An Introduction. Fourth Edition, Longman Inc., New York*	7%

13	Able to analyze educational research data	The accuracy of compiling educational research variables and instruments	**Criteria:** 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture: Discussion, • Assignment: Arrange 2 x 50 variables and instruments	Lecture: Discussion, • Assignment: Arrange variables and instruments 1 x 60	**Material:** analysis of educational research data. **Reference:** *Walter R. Borg and Meredith D. Gall. (1999) Education Research: An Introduction. Fourth Edition, Longman Inc., New York*	7%
14		social studies education research dissertation proposal	**Criteria:** 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	practice of preparing a dissertation proposal for social studies education research 2 x 50	practice of preparing a dissertation proposal for social studies education research 1 x 60	**Material:** educational research **Bibliography:** *Walter R. Borg and Meredith D. Gall. (1999) Education Research: An Introduction. Fourth Edition, Longman Inc., New York*	7%
15		social studies education research dissertation proposal	**Criteria:** 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment	practice of preparing a dissertation proposal for social studies education research 2 x 50	practice of preparing a dissertation proposal for social studies education research 1 x 60	**Material:** educational research **Bibliography:** *Walter R. Borg and Meredith D. Gall. (1999) Education Research: An Introduction. Fourth Edition, Longman Inc., New York*	7%
16			**Criteria:** 1. 2.Benchmark assessment criteria 3.Knowledge 45% Skills 45% Attitude 10% **Form of Assessment** : Project Results Assessment / Product Assessment, Test	written test 2 x 50	written test 1 x 60	**Material:** scientific research in the field of social studies education **Library:**	1%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	98.5%
2.	Test	1.5%
		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.