

DESCRIPTION OF COURSE UNIT

according to the ECTS User's Guide 2015

Course unit title	Educational Research Methodology
Course unit code	22010111C06
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Bachelor
Year of study when the course unit is delivered (if applicable) 2021/2022 Semester/trimester	2 nd Year
Semester/trimester when the course unit is delivered	Third Semester
Number of ECTS credits allocated	4.32 ECTS 3 credits equal to 4.32 ECTS. (1 ECTS = 27.5 hours per semester) In total 4.32 x 27.5 hours per semester = 118,8 hours per semester
Name of lecturer(s)	Muhammad Islahul Mukmin, M.Si., M.Pd.
Learning outcomes of the course unit	CLO-1: Able to analyze basic concepts (understanding, characteristics, benefits and objectives) of educational research CLO-2: Able to compare educational research paradigms and types of educational research: Basic Concepts of Qualitative, Quantitative, Developmental and Mix Method Research in the field of education CLO-3: Able to classify the types and basic concepts of research approaches: Qualitative (case studies, ethnography, and grounded theory) and quantitative (experimental and non-experimental (correlational, survey) CLO-4: Able to analyze data collection techniques and instrument development: interviews, observation, documentation CLO-5: Able to categorize validity techniques and qualitative data analysis CLO-6: Able to examine the meaning of Population and Sample: Reasons for Selection, Characteristics, Selection Process, Determining Sample Size CLO-7: Able to analyze basic concepts, understanding, types and models of development research CLO-8: Able to design development, quantitative and qualitative research instruments and reports

Mode of delivery (face-to-face, distance learning)	Face to face
Prerequisites and co-requisites (if applicable)	
Course Content	<ol style="list-style-type: none"> 1. Basic concepts (understanding, characteristics, benefits and objectives) of educational research 2. Educational research paradigms and types of educational research: Basic concepts of qualitative research and quantitative research in the field of education 3. Educational research paradigms and types of educational research: Basic Concepts of Research Development and Mix Methods 4. Types and basic concepts of Qualitative Research approaches: case studies, ethnography, and grounded theory 5. Data collection techniques and instrument development: interviews, observation, documentation 6. Validity techniques and qualitative data analysis 7. Types and basic concepts of Quantitative Research approaches: experimental and non-experimental (correlational, survey) 8. Understanding Population and Sample: Reasons for Selection, Characteristics, Selection Process, Determining Sample Size 9. Basic concepts, meaning, types of development research 10. Development research models 11. Design a development research report 12. Design quantitative research reports 13. Design a qualitative research report
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Creswell, J. W., & Creswell, J. D. (2017). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i>. Sage publications. 2. Burns, R. B., & Burns, R. B. (2000). <i>Introduction to research methods</i>. 3. Bryman, A. (2016). <i>Social Research Methods</i>. Melbourne: Oxford university press. 4. Cohen, L., Manion, L., & Morrison, K. (2002). <i>Research methods in education</i>. routledge. 5. Liamputong, P., & Ezzy, D. (2005). <i>Qualitative research methods</i> (Vol. 2). Melbourne: Oxford university press. 6. Taylor, S. J., Bogdan, R., & DeVault, M. (2015). <i>Introduction to qualitative research methods: A guidebook and resource</i>. John Wiley & Sons. 7. Ali N.,dkk. (2021). <i>Interreligious Literacy Learning as a Counter-Radicalization Method: A New Trend among Institutions of Islamic Higher Education in Indonesia</i>. Routedge Taylor & Francis Group. 8. Ghony, M. Djunaidi (2016) Metodologi Penelitian pendidikan: Pendekatan kuantitatif. UIN-Maliki Press, Malang. ISBN 979- 24-2995-6 9. Lexy J.Moleong (2000). <i>Metodologi Penelitian Kualitatif</i>. Bandung:Remaja Rosdakarya. 10. Sugiyono (2019). <i>Metode Penelitian Kuantitatif Kualitatif dan R&D</i>. Jakarta : Alfabeta 11. Pendukung :

	<p>11. Sari,S.U.R, dkk. (2020). <i>Applikasi Statistika berbasis Software pada Penelitian Pengembangan Integratif Sains-Islam</i>. Malang : UIN-Maliki Press.</p> <p>12. Artikel ilmiah lainnya.</p>
Planned learning activities and teaching methods	Lecture, Simulation, Project Based Learning, Practicum
Language of instruction	Indonesian
Assessment methods and criteria	There are Assignments, Midterms, Final Examination, and Presentation, Observation

DISCUSSION ASSESSMENT GUIDELINES

Course Name : _____

Name of Lecturer : _____

Departement : Islamic Religious Education

A. Assessment Rubric

No.	Assessment Criteria and Substances	Scoring and Indicators				
		1	2	3	4	5
1	Active Participation (25%)	Not participating in the discussion	Participation is minimal and irrelevant	Very minimal participation but quite relevant	Moderately active participation, but less relevant	Very active and relevant participation
2	Material Understanding (25%)	Not understanding the material	Very little understanding and unable to analyze the material	Good understanding but unable to analyze	Minimal understanding, but can analyze well	Excellent and thorough understanding and can analyze well.
3	Argumentative Ability (20%)	Unable to argue	Arguments are feeble and irrelevant	Good enough argument, but not relevant	Arguments are strong and relevant, but not yet able to defend their opinions.	Arguments are strong and relevant and can defend their opinions.
4	Listening Skills (15%)	Having no desire to listen	Occasional listening and often ignorance of surroundings	Good listening, but less responsive	Listened well and was responsive, but interrupted several times.	Excellent listening and responsiveness

5	Teamwork (15%)	Not cooperating with the group	Cooperates with certain group members but is passive	Actively cooperates with certain group members but refuses to cooperate with other group members	Actively cooperates with all group members but is less efficient	Actively collaborate with all group members and work together efficiently
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B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

- s_i score is the score obtained by the student on the i -th task
- $Substances_i$ is the weight (in fractional form) of the i -th task
- The sum is done for all indicators, from indicators 1 to 5.

C. SCORING GUIDELINES

The scoring guidelines are as follows:

No.	Category	Value Range
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25

D. Assessment Sheet**DISCUSSION ASSESSMENT SHEET****Student Name** : _____**NIM** : _____**Group Name** : _____**Class** : _____**Course Content** : _____**Lecturer** : _____**Assessment Date** : _____**Ninth Meeting** : _____

No.	Assessment Criteria and Substances	Checklist Column					Total Score
		1	2	3	4	5	
1	Active Participation (25%)						
2	Material Understanding (25%)						
3	Argumentative Ability (20%)						
4	Listening Skills (15%)						
5	Teamwork (15%)						
Total Final Score							
Grade to Letter Conversion							
Value Category							

Malang, _____

Lecturer _____

**MATRIX CALCULATION
FINAL COURSE SCORE
DEPARTMENT OF ISLAMIC EDUCATION**

A. Assessment Aspects

Assessment Aspect					
Cognitive (Substance 60%)				Affective (Substance 20%)	Psychomotor (Substance 20%)
Papers/Essay/ Articles/Book Review/Article Review/Portfo lio/Mind Map (Substance 20%)	Discussion/Pr esentation/Ob servation/Cas e Study/Project (Substance 20%)	Midterm Exams (Substance 30%)	Final Exams (Substance 30%)	Assessment of Attitude (Observation/Self- Assessment/Peer Assessment)	Practice

B. Final Course Score Calculation

$Na = \text{Cognitive Aspect Score (CA)} + \text{Affective Aspect Score (AA)} + \text{Psychomotor Aspect Score (PA)}$

$$Na = CA \left(\left(\text{Midterm Exam Score} \times \frac{30}{100} \right) + \left(\text{Final Exam Score} \times \frac{40}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) \right) \times \frac{60}{100} + AA \times \frac{20}{100} + PA \times \frac{20}{100}$$

Note: n = total task

I = 1st score

C. Guidelines for Score Conversion

The scoring guidelines are outlined as follows:

No	Category	Grade
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25