

DESCRIPTION OF COURSE UNIT

according to the ECTS User's Guide 2015

Course unit title	Educational Research Models
Course unit code	22010112E03
Type of course unit (compulsory, optional)	Optional
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	4 th year
Semester/trimester when the course unit is delivered	Seventh 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 2.88×27.5 hours per semester = 118,8 hours per semester
Name of lecturer(s)	Prof. Dr. H. Agus Maimun, M.Pd / Prof. Dr. H. Sugeng Listyo Prabowo, M.Pd
Learning outcomes of the course unit	CLO-1: Able to analyze problems in education CLO-2: Able to analyze various educational research models CLO-3: Able to analyze experimental research methods and designs in the field of education CLO-4: Able to analyze the methods and design of classroom action research CLO-5: Able to analyze research and development methods and designs. CLO-6: Able to analyze the preparation of research proposals in the field of education. CLO-7: Able to analyze the preparation of research reports
Mode of delivery (face-to- face, distance learning)	Face to face
Prerequisites and co- requisites (if applicable)	Educational Research Methodology
Course Content	<ol style="list-style-type: none"> 1. Problems and research models that are relevant to the world of education 2. Experimental research methods and designs in educational research

	<ol style="list-style-type: none"> 3. Methods and design of classroom action research in educational research 4. Research and development methods and designs in educational research 5. Preparation of Educational Research Proposals 6. Collection and processing of research data 7. Research reporting
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Bogdan, R. C. & Biklen, S. K. (1982). <i>Qualitative Research For Education: An Introduction to Theory and Methods</i>. London: Allyn and Bacon. Inc. 2. Cohen, Louis & Manion, Lawrence. (1994). <i>Research Methods in Education</i>. London : Routledge. 3. Creswell. W.J. (2012). <i>Educational Research : Planning Conducting and Evaluating Quantitative and Qualitative Research</i>. Pearson Educational Inc. 4. Miles, M. B., & Huberman, A. M. (1994). <i>Qualitative Data Analysis: An Expanded Sourcebook</i>. Sage. 5. Newman, I., & Benz, C. R. (1998). <i>Qualitative-Quantitative Research Methodology: Exploring the Interactive Continuum</i>. SIU Press. 6. Bogdan, R. C., & Biklen, S. K. (2007). Research for education: An introduction to theories and methods. 7. Spreadley, J., (1979). <i>Participant Observation</i>. New York: Holt, Rinehar and Winston. 8. Lincoln, Y. (1985). <i>Naturalistic inquiry</i>. Sage. 9. Yin, Robert K. (2002). Studi Kasus (Desain dan Metode). terj. M Djauzi Mudzakir. Jakarta: Raja Grafindo Persada. 10. Furchan, Arief. (1984). <i>Pengantar Penelitian dalam Pendidikan</i>. Surabaya: Usaha Nasional. 11. Huda, Nuril (Penyunting). (2000). <i>Pedoman Penulisan Karya Ilmiah: Skripsi, Tesis, Disertasi, Artikel, Makalah, Laporan Penelitian (Edisi IV)</i>. Malang: Universitas Negeri Malang. 12. Kuncoro, Mudrajad. (2001). <i>Metode Kuantitatif. Teori dan Aplikasi untuk Bisnis dan Ekonomi</i>. YKPN. Yogyakarta. 13. Aswandi, H., & Kuncoro, M. (2003). <i>Metode Riset untuk Bisnis dan Ekonomi</i>. Erlangga, Jakarta. 14. Moleong, L. J. (2000). <i>Metodologi Penelitian Kualitatif</i>, Remaja Rosdakarya, Bandung. 15. Mardalis. (1995). <i>Metode Penelitian: Suatu Pendekatan Proposal</i>. Bumi Aksara. 16. Moleong, L. (2006). Metode Penelitian Kualitatif. Bandung: Rosdakarya. 17. Muhamad, M. (2004). <i>Metodologi Penelitian Kualitatif</i>. Yogyakarta: Rake Sarasin. 18. Nasution, S. (1988). <i>Metode Penelitian Naturalistik-Kualitatif</i>, Bandung: Penerbit Tarsito. 19. Nisfiannoor, M. (2009). <i>Pendekatan Statistik Modern untuk Ilmu Sosial</i>. Penerbit Salemba. 20. Setyosari, H. P. (2016). <i>Metode Penelitian Pendidikan &</i>

	<p><i>Pengembangan</i>. Prenada Media.</p> <p>21. Arikunto, Suharsimi. (1992). <i>Prosedur Penelitian, Suatu Pendekatan Praktik</i>. Jakarta: Rineka Cipta.</p> <p>22. Suryabrata, S. (2008). <i>Metode Penelitian</i>. Rineka Cipta.</p> <p>23. Sutrisno, Hadi. (2000). <i>Methods Research</i>. Penerbit Andi. Yogyakarta.</p> <p>24. Wahidmurni, W. (2007). Handouts. Peta wilayah Penelitian Pendidikan.</p>
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Planned learning activities and teaching methods	Lecture, Case study, collaborative Pbl, cooperative Pbl, Project Based Pbl, Problem Based Pbl
Language of instruction	Indonesian
Assessment methods and criteria	Observation, Written Test, Portfolio

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 = Cognitive Aspect Score (CA)+ Affective Aspect Score (AA)+ Psychomotor Aspect Score (PA)

$$Na = CA \left(\left(\text{Midterm Exam Score} \times \frac{30}{100} \right) + \left(\text{Final Exam Score} \times \frac{40}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_{i1} \times \frac{15}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_{i2} \times \frac{15}{100} \right) \right) \times \frac{60}{100} + AA \times \frac{20}{100} + PA \times \frac{20}{100}$$

Note: n = total task

1 = 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