

MODULE HANDBOOK

Module Name:	Education Research Methodology
Module Level:	Sarjana (S-1) / Bachelor
Abbreviation, if applicable:	
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	5/ third year
Module Coordinator(s):	Prof. Dr. Tatag Yuli Eko Siswono, M.Pd
Lecturer(s):	Prof. Dr. Tatag Yuli Eko Siswono, M.Pd Prof. Dr. Siti Maghfirotn Amin, M.Pd. Dr. Siti Khabibah, M.Pd. Rooselyna Ekawati, Ph.D. Dr. Pradnyo Wijayanti, M.Pd. Dini Kinati Fardah, M.Pd.
Language:	Indonesia
Classification within the curriculum:	Compulsory course/ elective studies
Teaching format/class hours per week during the semester	Teaching format: lectures, tutorial assignment, and individual study. 3 x 170 minutes = 510 minutes = 8.5 hours lectures
Workload:	15 weeks per semester consisting of: <ul style="list-style-type: none"> ➤ 2.5 hours lectures (3 x 50 minutes) per week, ➤ 3 hours tutorial assignments (3 x 60 minutes) per week, ➤ 3 hours individual study (3 x 60 minutes) per week, Total workload : 14x3x170 minutes = 7,140 minutes = 4.76 ECTS*
Credit Point:	3
Requirements:	Methods of Statistics
Learning Goals:	Knowledge (KNO-3) CLO-1: Mastering and understanding the concept of research methodology which includes the philosophy of the research approach, experimental and non-experimental research methods, classroom action research, and development research. Skill (SKI-2)

	<p>CLO-2: has the skills to develop research ideas based on international journals and mathematics education issues at the school level and mathematics teacher education.</p> <p>Competency (COM-1)</p> <p>CLO-3: has the skills to write research proposals that are directed at the final project.</p> <p>Competency (COM-2)</p> <p>CLO-4: has a critical and creative attitude in developing research proposals based on international journals and according to mathematics education issues in Indonesia.</p>																														
Content:	<p>The nature, objectives, types of research methods relevant to educational research as well as to equip students to be able to make decisions in applying research methods to find alternative solutions in solving educational problems which include research paradigms, thinking frameworks, hypotheses and variables, population and samples, research instruments, research designs, data collection techniques, and data analysis are packaged in a mathematics education research proposal through task-based learning.</p>																														
Study/exam achievements	<ul style="list-style-type: none"> ➤ Students are considered competent and pass if the final score calculated from the score of midterm exam, assignments, participation, and final exam is at least 55 or C. ➤ Final score is calculated as follows: ➤ 20% midterm exam + 30% assignments + 20% participation + 30% final exam ➤ Final index is defined as follow: <table border="1" data-bbox="662 1308 1307 1787"> <thead> <tr> <th>Index</th> <th>Converted Score</th> <th>Score Range</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4.00</td> <td>$85 \leq A \leq 100$</td> </tr> <tr> <td>A-</td> <td>3.75</td> <td>$80 \leq A- < 85$</td> </tr> <tr> <td>B+</td> <td>3.50</td> <td>$75 \leq B+ < 80$</td> </tr> <tr> <td>B</td> <td>3.00</td> <td>$70 \leq B < 75$</td> </tr> <tr> <td>B-</td> <td>2.75</td> <td>$65 \leq B- < 70$</td> </tr> <tr> <td>C+</td> <td>2.50</td> <td>$60 \leq C+ < 65$</td> </tr> <tr> <td>C</td> <td>2.00</td> <td>$55 \leq C < 60$</td> </tr> <tr> <td>D</td> <td>1.00</td> <td>$40 \leq D < 55$</td> </tr> <tr> <td>E</td> <td>0.00</td> <td>$0 \leq E < 40$</td> </tr> </tbody> </table>	Index	Converted Score	Score Range	A	4.00	$85 \leq A \leq 100$	A-	3.75	$80 \leq A- < 85$	B+	3.50	$75 \leq B+ < 80$	B	3.00	$70 \leq B < 75$	B-	2.75	$65 \leq B- < 70$	C+	2.50	$60 \leq C+ < 65$	C	2.00	$55 \leq C < 60$	D	1.00	$40 \leq D < 55$	E	0.00	$0 \leq E < 40$
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Forms of Media	<p>Slides and LCD projectors, whiteboard</p>																														

<p>Literature</p>	<p>[1] Moleong, Lexy J. 2004. <i>Metodologi Penelitian Kualitatif</i>. Bandung: Remaja Rosdakarya</p> <p>[2] Muhadjir, Noeng. 2000. <i>Metodologi Penelitian Kualitatif. Edisi IV</i>. Yogyakarta: Rake Sarasin</p> <p>[3] Merriam, Sharan B.1998. <i>Qualitative Research and Case Study Application in Education</i>. San Fransisco: Jossey Bass Publisher</p> <p>[4] Brannen, Julia. 1996. <i>Memadu Metode Penelitian Kualitatif & Kuantitatif</i>. (Terjemahan oleh Kurde, N.A, dkk). Yogyakarta: Pustaka Pelajar.</p> <p>[5] Best, John W. 1982. <i>Metodologi Penelitian Pendidikan</i> (Terjemahan oleh Sanapiah Faisal & Mulyadi G. Waseso). Surabaya: Usaha Nasional.</p> <p>[6] Ary, Donald, et.al. 1982. <i>Pengantar Penelitian dalam Pendidikan</i> (Terjemahan oleh Arief Furchan). Surabaya: Usaha Nasional</p> <p>[7] Shumway, Richard J (Ed.). 1980. <i>Research in Mathematics Education</i>. Reston, Virginia: The National Council of Teachers of Mathematics, Inc.</p>
<p>Note</p>	<p>*Total hours per 1 credit in 1 semester={ (1 credit x 170 minutes x 14 weeks)/60 minutes }=39.67 hours.</p> <p>Each ECTS equals with 25 hours therefore 1 credit in 1 semester equals 1.59 ECTS.</p>