Module Handbook

Module's Name	Research Methodology
Module's Grade	Undergraduate Program (S-1)/Bachelor
Abbreviation /code (if any)	
Subtitles (if any)	
Courses included in the module (if any)	
Semester/year	5/3rd year
Module Coordinator	Nadi Suprapto, Ph.D
Lecturer	Nadi Suprapto, Ph.D Dra. Suliyanah, M.Si Abu Zainuddin, M.Pd Setyoadmoko, M.Pd
Language used	Indonesian
Classification in the curriculum	Compulsory course/~~elective course~~
Learning format/number of class hours per week	Per week consists of: 4 hours face to face (1 hour face to face = 50 minutes/hour)
Workload	4x50 minutes face to face, 4x60 minutes structured tasks, 4x60 minutes independent learning, for 14 weeks, a total of 168 hours face-to-face/semester
CU	4
Precondition course	
Learning Outcome	**Knowledge:** Students can master physics education research methods **Skill:** Students are able to design a physics education research proposal **Competence:** Students are able to carry out studies and evaluations of physics learning with quantitative and / or qualitative approaches to solve physics learning problems **Attitude and Social:** Students are able to apply scientific manners, critical thinking, and innovation skills for examining learning problems at senior high school
Content	The research methodology course discusses the basic concepts of research, literature review in research, research design, population and samples, data collection methods, action research, research stages, proposals and research reports.
Attribute soft skill	Critical thinking Innovative

<table>
<tr><td>Assessment of CLO/exam</td><td>Students are considered competent and pass if they get at least a minimum test score of 68 (Mid and Final), and structured activities (assignments/T) and participatory activities (P)
The final grade (NA) is calculated according to the formula:
$NA = \frac{(2xP)+(3xT)+(2xMid)+(3xFinal)}{10}$
Convert the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

<table>
<tr><th>Alphabet</th><th>Score</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
</td></tr>
<tr><td>Media</td><td>Handbook, power point slide</td></tr>
<tr><td>Reference</td><td>

1. Prabowo. 2011. Metodologi Penelitian (Sains dan Pendidikan Sains), Penerbit Unesa University Press
2. Nazir, Moh. 2009. Metode Penelitian. Penerbit Ghalia Indonesia. Bogor
3. Sugiyono. 2010. Metode Penelitian Kuantitatif, Kualitatif dan R & D. CV Penerbit Alfabeta. Bandung
4. Punaji Setyosari. 2010. Metode Penelitian Pendidikan dan Pengembangan. Penerbit Kencana. Jakarta.
5. Suharsimi, A. 2015. Prosedur Penelitian. Jakarta: Rineka Cipta
6. Suharsimi, A. 2012. Dasar-Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara

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<tr><td>Note</td><td></td></tr>
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