


| <b>Module/ Course Title : Methodology of Educational Research</b> |   |   |  |  |                               |
|---|---|---|--|--|-------------------------------|
| <b>Module /Course code</b><br>SPI 62018                           | <b>student workload</b><br>119 hours  | <b>Credits (ECT/ECTS)</b><br>3/4,5                                  | <b>Semester</b><br>4   | <b>Frequency</b><br>Every Year<br>(February) | <b>duration</b><br>16 meeting |
| <b>1</b>  | <b>Types of courses</b><br>Compulsory coursework  | <b>contact hours</b><br>3 CU x 50 minutes = 150 =2,5 hours per week | <b>independent study</b><br>3 CU x 120 minutes = 360 minutes = 6 hours | <b>class size</b><br>30                      |                               |
| <b>2</b>  | <b>Prerequisites for participation/ Prasyarat untuk partisipasi</b><br>-  |   |  |  |                               |
| <b>3</b>  | <p><b>Course Description :</b></p> <p>This course directs the practical action of planning and implementing research on Indonesian language and literature learning as a basis for solving linguistic and literary problems as well as language and literary learning. The topics that will be discussed to achieve these goals are (1) techniques for formulating research ideas, (2) techniques for developing the introduction to research proposals, (3) techniques for the literature review chapter of research proposals, (4) techniques for developing research methods chapter in research proposal. In order to achieve these objectives, cooperative learning and project-based learning strategies are applied.</p> <p><b>Intended Learning Outcomes (ILO)</b></p> <ol style="list-style-type: none"> <li>1. ILOs 1 Graduates are expected to internalize academic values, norms, and ethics in executing work professionally in the fields of education, Indonesia language and literature.</li> <li>2. ILOs 4 Graduates are expected to be able to master research methods and frameworks in the fields of Indonesian education, language, and literature.</li> <li>3. ILOs 6 Graduates are expected to be able to make appropriate decisions in the context of contextual problem solving in the fields of Indonesian education, language, and literature based on the result of information and data analysis.</li> </ol> <p><b>Courses Learning Outcomes (CLO)</b></p> <ol style="list-style-type: none"> <li>1. Students can formulate research ideas in the field of education into research concept maps</li> <li>2. Students can describe research problems in the field of education or learning and the reasons for their importance</li> <li>3. Students can develop a theoretical framework for research.</li> <li>4. Students can design a matrix of qualitative/quantitative/CAR/R&amp;D research methods</li> <li>5. Students can present a complete research matrix design in the field of education or learning Indonesian language/literature</li> </ol> |   |  |  |                               |
| <b>4</b>  | <p><b>Subject aims/ Content</b></p> <p>Week 1: Presentation of Lesson Plan and Lecture Contracts<br/> Week 2: Formulation of research ideas<br/> Week 3-4: Techniques for developing the introductory part of the research matrix: Background and problem formulation<br/> Week 5: Techniques for developing the literature review section of the research matrix<br/> Week 6-7: Techniques for developing the research matrix method section: Types of research, Data sources, Data collection<br/> Week 8: Mid-Term Examination (UTS)<br/> Week 9-10: Selection of research instruments that support the research matrix that has been developed<br/> Week 11: Research data analysis techniques according to the developed concept map (quantitative and qualitative data)<br/> Week 12: Presentation of qualitative research matrix in the field of Education (Learning Process)<br/> Week 13: Presentation of quantitative research matrix in the field of Education (Learning Process)<br/> Week 14: Classroom action research matrix presentation</p>  |   |  |  |                               |


|   |   |
|---|---|
|   | <p>Week 15: Development of research matrix presentation</p> <p>Week 16: Final Examination (UAS)</p>   |
|   | <p><b>Teaching methods</b></p> <p>The learning method of this course is the integration of case-study and project-based writing of research matrix, for this reason, this course leads to the practical action of planning research on learning Indonesian language and literature as a basis for solving educational and learning problems.</p>  |
| 5 | <p><b>Assessment methods</b></p> <p>The test/evaluation method is done through structured assignments, participation (case study) or project results (project-base), Mid-Term Examination, and Final Examination (UAS). The final score in this course is obtained through the formula or calculation below.</p> <p><b>FS = 0,50 P/H + 0,15 SA + 0,15 MT + 0,20 FT</b></p> <p><b>Whereby:</b></p> <p>FS = Final Score                      SA = Structured Assignment<br/> P/H = Participation/Product      MT = Mid-Term Test<br/> FT = Final Test</p>   |
| 6 | <p><b>This module is used in the following degree programmes as well / COURSE TITLE ini juga digunakan dalam prodi berikut : (Yes)</b></p>  |
| 7 | <p><b>Course Coordinator</b> : Dr. Sony sukmanan, M.Pd.</p>   |
| 8 | <p><b>Other information:</b></p> <p>The followings are references used in this course.</p> <ol style="list-style-type: none"> <li>1. Anggoro, Toha. 2007. <i>Metode Penelitian</i>. Jakarta: Penerbit Universitas Terbuka.</li> <li>2. Ary, Donald. 1982. <i>Introduction to Educational Research</i> (terjemahan Arief Furchon). Surabaya: Usaha Nasional.</li> <li>3. Creswell, John W. 2003. <i>Research Design: Qualitative, Quantitative, and Mixed Method Approach</i>. London: Sage Publications.</li> <li>4. Gorard, S. 2001. <i>Quantitative Methods in Educational Research</i>. London: Continuum.</li> <li>5. Kunandar. 2011. <i>Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru</i>. Jakarta: Raja Grafindo Persada.</li> <li>6. McDonough, J. &amp; McDonough, S. 1997. <i>Research Methods for English Language Teachers</i>. London: Arnold.</li> <li>7. Moleong, Lexy J. 2011. <i>Metodologi Penelitian Kualitatif</i>. Bandung: Remaja Rosdakarya.</li> <li>8. Nazir, Moh. 2005. <i>Metode Penelitian</i>. Bogor: Ghalia Indonesia.</li> <li>9. Neumen, W. L., 2003, <i>Social Research Method: Qualitative and</i></li> <li>10. Sugiyono. 2008. <i>Metode Penelitian Kuantitatif, Kualitatif, dan R &amp; D</i>. Bandung: Alfabeta.</li> <li>11. Sugiyono. 2010. <i>Metode Penelitian Pendidikan</i>. Bandung: Alfabeta.</li> <li>12. Suharsimi, Arikunto. 2002. <i>Prosedur penelitian</i>. Jakarta: Rineka cipta.</li> <li>13. Sukardi, 2003, <i>Educational Research Method, Kompetensi dan Praktiknya</i>, Penerbit Bumi Aksara, Jakarta.</li> <li>14. Pedoman Penulisan Skripsi dan Tugas Akhir Fakultas Ilmu Budaya UB.</li> </ol> |

## Appendix Task Guidelines and Rubrics 1

|  |   |   |          |                 |          |
|--|---|---|----------|-----------------|----------|
|   |   | <b>UNIVERSITAS BRAWIJAYA</b><br><b>FACULTY OF CULTURAL STUDIES</b><br><b>DEPARTMENT OF LANGUAGE EDUCATION</b><br><b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b><br><b>EDUCATION</b> |          |                 |          |
| <b>STUDENT TASK GUIDELINE</b>  |   |   |          |                 |          |
| <b>COURSE TITLE</b>  | <b>Methodology of Educational Research</b>  |   |          |                 |          |
| <b>CODE</b>  | SPI 62018   | <b>ECT</b>  | 3        | <b>SEMESTER</b> | 6        |
| <b>LECTURER</b>  | Dr. Sony Sukmawan, M.Pd   |   |          |                 |          |
| <b>TASK FORM</b>   |   |   |          |                 |          |
| Mind map   |   |   |          |                 |          |
| <b>COURSE LEARNING OUTCOME</b>   |   |   |          |                 |          |
| Formulate research ideas in the field of education into a research concept map.  |   |   |          |                 |          |
| <b>DESCRIPTION</b>   |   |   |          |                 |          |
| Students are given assignment to make a mind map of problems found in the field of education and learning process based on brainstorming results.  |   |   |          |                 |          |
| <b>METHOD OF COMPLETION</b>  |   |   |          |                 |          |
| <ol style="list-style-type: none"> <li>Students create a 1 page concept map.</li> <li>The concept map has the list of references.</li> <li>The concept map is submitted to Google Classroom.</li> </ol>  |   |   |          |                 |          |
| <b>OUTCOMES</b>  |   |   |          |                 |          |
| <ol style="list-style-type: none"> <li>Object : mind map</li> <li>Outcome: students understand the problems within education field in general or specifically in terms of learning process as the base of research idea development</li> </ol> |   |   |          |                 |          |
| <b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>   |   |   |          |                 |          |
| <b>ASPECT</b>  | <b>DESCRIPTOR</b>   | <b>Performance Achievement Score</b>  |          |                 |          |
|  |   | <b>1</b>  | <b>2</b> | <b>3</b>        | <b>4</b> |
| Ketepatan identifikasi konsep  | Do the concepts created by students demonstrate the correct identification of the relevant theory?      |   |          |                 |          |
| The suitability of concept identifications   | Can students relate one concept to another?   |   |          |                 |          |
| The suitability of correlating the relations between concepts.   | Is the content of the concept map easy to understand?   |   |          |                 |          |
| The accuracy of explaining concepts.   | Does the concept map contain theories that are clearly described so it forms a new knowledge structure? |   |          |                 |          |
| The accuracy of formulating a new knowledge structure  | Do students create and collect concept maps according to the instructions?                              |   |          |                 |          |
| <b>TIMES</b>   |   |   |          |                 |          |
| Meeting 2  |   |   |          |                 |          |
| <b>OTHERS : -</b>  |   |   |          |                 |          |
| <b>REFERENCES</b>  |   |   |          |                 |          |
| 1. Anggoro, Toha. 2007. <i>Metode Penelitian</i> . Jakarta: Penerbit Universitas Terbuka.  |   |   |          |                 |          |

2. Ary, Donald. 1982. *Introduction to Educational Research* (terjemahan Arief Furchon). Surabaya: Usaha Nasional.
3. Creswell, John W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Method Approach*. London: Sage Publications.
4. Gorard, S. 2001. *Quantitative Methods in Educational Research*. London: Continuum.
5. Kunandar. 2011. *Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru*. Jakarta: Raja Grafindo Persada.
6. McDonough, J. & McDonough, S. 1997. *Research Methods for English Language Teachers*. London: Arnold.
7. Moleong, Lexy J. 2011. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
8. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
9. Neumen, W. L., 2003, *Social Research Method: Qualitative and*
10. Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
11. Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
12. Suharsimi, Arikunto. 2002. *Prosedur penelitian*. Jakarta: Rineka cipta.
13. Sukardi, 2003, *Educational Research Method, Kompetensi dan Praktiknya*, Penerbit Bumi Aksara, Jakarta.
14. Pedoman Penulisan Skripsi dan Tugas Akhir Fakultas Ilmu Budaya UB.

## Appendix Task Guidelines and Rubrics 2

|  |   |            |   |                 |   |
|--|---|------------|---|-----------------|---|
|    | <b>UNIVERSITAS BRAWIJAYA</b><br><b>FACULTY OF CULTURAL STUDIES</b><br><b>DEPARTMENT OF LANGUAGE EDUCATION</b><br><b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b><br><b>EDUCATION</b> |            |   |                 |   |
| <b>STUDENT TASK GUIDELINE</b>  |   |            |   |                 |   |
| <b>COURSE TITLE</b>  | <b>Methodology of Educational Research</b>  |            |   |                 |   |
| <b>CODE</b>  | SPI 62018   | <b>ECT</b> | 3 | <b>SEMESTER</b> | 6 |
| <b>LECTURER</b>  | Dr. Sony Sukmawan, M.Pd   |            |   |                 |   |
| <b>TASK FORM</b>   |   |            |   |                 |   |
| Introduction matrix  |   |            |   |                 |   |
| <b>COURSE LEARNING OUTCOME</b>   |   |            |   |                 |   |
| Elaborate the educational research problems and their importance   |   |            |   |                 |   |
| <b>DESCRIPTION</b>   |   |            |   |                 |   |
| Mahasiswa diberi tugas merinci poin-poin penting bagian pendahuluan dan variabel kunci permasalahan  |   |            |   |                 |   |
| <b>METHOD OF COMPLETION</b>  |   |            |   |                 |   |
| <ol style="list-style-type: none"> <li>1. Students make introduction details: common sense, general phenomena, relevant previous studies, and keyword problem variables</li> <li>2. Matrix has the list of references.</li> <li>3. Matrix is submitted on offline class or online platform (Google Classroom)</li> </ol> |   |            |   |                 |   |
| <b>OUTCOMES</b>  |   |            |   |                 |   |
| <ol style="list-style-type: none"> <li>a. Object : Introduction Matrix</li> <li>b. Outcome: Students understand the rationality of research: the unique reasoning and the importance of problems found.</li> </ol>   |   |            |   |                 |   |

## INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

| ASPECT   | DESCRIPTOR   | Performance Achievement Score |   |   |   |
|--|--|-------------------------------|---|---|---|
|  |  | 1                             | 2 | 3 | 4 |
| The suitability of general research concept                  | Do students describe to general phenomena that are relevant to the topic?            |                               |   |   |   |
| The accuracy of the previous studies identification          | Do previous studies show relevance to the chosen problem?                            |                               |   |   |   |
| The accuracy of research gap                                 | Can students find research gaps correctly?   |                               |   |   |   |
| The accuracy of determining the key variables of the problem | Are key variables defined precisely and clearly?                                     |                               |   |   |   |
| Responsibility   | Do students create and submit the Introduction matrix according to the instructions? |                               |   |   |   |

### TIMES


Meeting 3-4

**OTHERS : -**

### REFERENCES

1. Anggoro, Toha. 2007. *Metode Penelitian*. Jakarta: Penerbit Universitas Terbuka.
2. Ary, Donald. 1982. *Introduction to Educational Research* (terjemahan Arief Furchon). Surabaya: Usaha Nasional.
3. Creswell, John W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Method Approach*. London: Sage Publications.
4. Gorard, S. 2001. *Quantitative Methods in Educational Research*. London: Continuum.
5. Moleong, Lexy J. 2011. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
6. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
7. Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
8. Suharsimi, Arikunto. 2002. *Prosedur penelitian*. Jakarta: Rineka cipta.

## Appendix Task Guidelines and Rubrics 3

|   |   |            |   |                   |
|---|---|------------|---|-------------------|
|  | <b>UNIVERSITAS BRAWIJAYA</b><br><b>FACULTY OF CULTURAL STUDIES</b><br><b>DEPARTMENT OF LANGUAGE EDUCATION</b><br><b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b> |            |   |                   |
| <b>STUDENT TASK GUIDELINE</b>   |   |            |   |                   |
| <b>COURSE TITLE</b>   | <b>Methodology of Educational Research</b>  |            |   |                   |
| <b>CODE</b>   | SPI 62018   | <b>ECT</b> | 3 | <b>SEMESTER</b> 6 |
| <b>LECTURER</b>   | Dr. Sony Sukmawan, M.Pd   |            |   |                   |
| <b>TASK FORM</b>  |   |            |   |                   |
| Literature review matrix  |   |            |   |                   |
| <b>COURSE LEARNING OUTCOME</b>  |   |            |   |                   |
| Creating research theoretical framework.  |   |            |   |                   |
| <b>DESCRIPTION</b>  |   |            |   |                   |

Students are given an assignment to make a detail description about theories, result of previous studies, and other information from many data source that are relevant to the research idea.

### **METHOD OF COMPLETION**

1. Students create a matrix consists of a detail description about theories, result of previous studies, and other information from many data source that are relevant to the research idea.
2. Matrix has the list of references.
3. Matrix is submitted on offline class or online platform (Google Classroom)

### **OUTCOMES**

Object : Literature review matrix

- a. Outcome: Students understand relevant theories, result of previous studies, and other information from many data source that are relevant to the research idea.

### **INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

| ASPECT   | DESCRIPTOR  | Performance Achievement Score |   |   |   |
|--|---|-------------------------------|---|---|---|
|  |   | 1                             | 2 | 3 | 4 |
| The suitability and novelty of theories used             | Do students use relevant theories that are relevant to the chosen literary research topic?                                |                               |   |   |   |
| The accuracy of identifying previous studies             | Do previous studies, concepts, and discussions show relevance to the chosen problem?                                      |                               |   |   |   |
| The adequacy of the results of previous studies reviewed | Are the previous research studies, concepts, and discussions that show relevance to the selected problem complete enough? |                               |   |   |   |
| The recency of previous studies                          | Are relevant and representative previous research studies, thoughts, and discussions up to date?                          |                               |   |   |   |
| Responsibility   | Do students create and submit theoretical framework matrix according to instructions?                                     |                               |   |   |   |

### **TIMES**


Meeting 5

**OTHERS : -**

### **REFERENCES**

1. Anggoro, Toha. 2007. *Metode Penelitian*. Jakarta: Penerbit Universitas Terbuka.
2. Ary, Donald. 1982. *Introduction to Educational Research* (terjemahan Arief Furchon). Surabaya: Usaha Nasional.
3. Creswell, John W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Method Approach*. London: Sage Publications.
4. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
5. Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
6. Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
7. Sukardi, 2003, *Educational Research Method, Kompetensi dan Praktiknya*, Penerbit Bumi Aksara, Jakarta.

## Appendix Task Guidelines and Rubrics 4

|   |   |   |          |                 |          |
|---|---|---|----------|-----------------|----------|
|    |   | <b>UNIVERSITAS BRAWIJAYA</b><br><b>FACULTY OF CULTURAL STUDIES</b><br><b>DEPARTMENT OF LANGUAGE EDUCATION</b><br><b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b><br><b>EDUCATION</b> |          |                 |          |
| <b>STUDENT TASK GUIDELINE</b>   |   |   |          |                 |          |
| <b>COURSE TITLE</b>   | <b>Methodology of Educational Research</b>  |   |          |                 |          |
| <b>CODE</b>   | SPI 62018   | <b>ECT</b>  | 3        | <b>SEMESTER</b> | 6        |
| <b>LECTURER</b>   | Dr. Sony Sukmawan, M.Pd   |   |          |                 |          |
| <b>TASK FORM</b>  |   |   |          |                 |          |
| Matrik  |   |   |          |                 |          |
| <b>COURSE LEARNING OUTCOME</b>  |   |   |          |                 |          |
| Design a qualitative/ quantiatiave/ CAR/ R&D research method matrix   |   |   |          |                 |          |
| <b>DESCRIPTION</b>  |   |   |          |                 |          |
| Students are given an assignment to make a matrix including type of data used, data source, and data collection technique that match with the literary research idea  |   |   |          |                 |          |
| <b>METHOD OF COMPLETION</b>   |   |   |          |                 |          |
| <ol style="list-style-type: none"> <li>Students make a matrix including type of data used, data source, and data collection technique.</li> <li>Matrix has the list of references.</li> <li>Matrix is submitted on offline class or online platform (Google Classroom)</li> </ol> |   |   |          |                 |          |
| <b>OUTCOMES</b>   |   |   |          |                 |          |
| <ol style="list-style-type: none"> <li>Object : Research Method Matrix</li> <li>Outcome: Students understand the basic knowledge of type of data used, data source, and data collection technique that match with the literary research idea</li> </ol>                           |   |   |          |                 |          |
| <b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>  |   |   |          |                 |          |
| <b>ASPECT</b>   | <b>DESCRIPTOR</b>   | <b>Performance Achievement Score</b>  |          |                 |          |
|   |   | <b>1</b>  | <b>2</b> | <b>3</b>        | <b>4</b> |
| The suitability of data and type of research  | Have students determined the type of data based on the type of research?          |   |          |                 |          |
| The accuracy of determining data and its source   | Is the specified data correctly obtained from the right and credible data source? |   |          |                 |          |
| The accuracy of data collection technique   | Has the data collection technique chosen correctly to the specific data intended? |   |          |                 |          |
| The recency of references   | Are the referenced data sources published in the last 10 years?                   |   |          |                 |          |
| Responsibility  | Do students create and submit matrix based on the instruction?                    |   |          |                 |          |
| <b>TIMES</b>  |   |   |          |                 |          |
| Meeting 6-7   |   |   |          |                 |          |
| <b>OTHERS : -</b>   |   |   |          |                 |          |
| <b>REFERENCES</b>   |   |   |          |                 |          |
| <ol style="list-style-type: none"> <li>Anggoro, Toha. 2007. <i>Metode Penelitian</i>. Jakarta: Penerbit Universitas Terbuka.</li> <li>Ary, Donald. 1982. <i>Introduction to Educational Research</i> (terjemahan Arief Furchon). Surabaya: Usaha</li> </ol>                       |   |   |          |                 |          |

Nasional.

3. Creswell, John W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Method Approach*. London: Sage Publications.
4. Gorard, S. 2001. *Quantitative Methods in Educational Research*. London: Continuum.
5. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
6. Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
7. Suharsimi, Arikunto. 2002. *Prosedur penelitian*. Jakarta: Rineka cipta.
8. Sukardi, 2003, *Educational Research Method, Kompetensi dan Praktiknya*, Penerbit Bumi Aksara, Jakarta.

## Appendix Task Guidelines and Rubrics 5


|  |  |   |   |                 |   |
|--|--|---|---|-----------------|---|
|   |  | <b>UNIVERSITAS BRAWIJAYA</b><br><b>FACULTY OF CULTURAL STUDIES</b><br><b>DEPARTMENT OF LANGUAGE EDUCATION</b><br><b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b><br><b>EDUCATION</b> |   |                 |   |
| <b>STUDENT TASK GUIDELINE</b>  |  |   |   |                 |   |
| <b>COURSE TITLE</b>  | <b>Methodology of Educational Research</b> |   |   |                 |   |
| <b>CODE</b>  | SPI 62018                                  | <b>ECT</b>  | 3 | <b>SEMESTER</b> | 6 |
| <b>LECTURER</b>  | Dr. Sony Sukmawan, M.Pd                    |   |   |                 |   |
| <b>TASK FORM</b>   |  |   |   |                 |   |
| Mid Term Test  |  |   |   |                 |   |
| <b>COURSE LEARNING OUTCOME</b>   |  |   |   |                 |   |
| Understand the 2 <sup>nd</sup> – 7 <sup>th</sup> meeting materials   |  |   |   |                 |   |
| <b>DESCRIPTION</b>   |  |   |   |                 |   |
| Students attend written mid-term examination. Materials tested are taken from the 2 <sup>nd</sup> – 7 <sup>th</sup> meetings.  |  |   |   |                 |   |
| <b>METHOD OF COMPLETION</b>  |  |   |   |                 |   |
| <ol style="list-style-type: none"> <li>1. Students do the written mid-term examination individually.</li> <li>2. The questions are essay questions.</li> <li>3. The working time to do the quiz is 90 minutes.</li> </ol>  |  |   |   |                 |   |
| <b>OUTCOMES</b>  |  |   |   |                 |   |
| <ol style="list-style-type: none"> <li>a. Object : written test</li> <li>b. Outcome: students understand the 2<sup>nd</sup> – 7<sup>th</sup> meeting materials.</li> </ol>   |  |   |   |                 |   |
| <b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>   |  |   |   |                 |   |
| The test score is 20 which consists of 5 essay questions   |  |   |   |                 |   |
| <b>TIMES</b>   |  |   |   |                 |   |
| Meeting 8  |  |   |   |                 |   |
| <b>OTHERS : -</b>  |  |   |   |                 |   |
| <b>REFERENCES</b>  |  |   |   |                 |   |
| <ol style="list-style-type: none"> <li>1. Anggoro, Toha. 2007. <i>Metode Penelitian</i>. Jakarta: Penerbit Universitas Terbuka.</li> <li>2. Ary, Donald. 1982. <i>Introduction to Educational Research</i> (terjemahan Arief Furchon). Surabaya: Usaha Nasional.</li> <li>3. Creswell, John W. 2003. <i>Research Design: Qualitative, Quantitative, and Mixed Method Approach</i>. London: Sage Publications.</li> <li>4. Gorard, S. 2001. <i>Quantitative Methods in Educational Research</i>. London: Continuum.</li> <li>5. Kunandar. 2011. <i>Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru</i>. Jakarta:</li> </ol> |  |   |   |                 |   |



Raja Grafindo Persada.

6. McDonough, J. & McDonough, S. 1997. *Research Methods for English Language Teachers*. London: Arnold.
7. Moleong, Lexy J. 2011. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
8. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
9. Neumen, W. L., 2003, *Social Research Method: Qualitative and*
10. Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
11. Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
12. Suharsimi, Arikunto. 2002. *Prosedur penelitian*. Jakarta:Rineka cipta.
13. Sukardi, 2003, *Educational Research Method, Kompetensi dan Praktiknya*, Penerbit Bumi Aksara, Jakarta.
14. Pedoman Penulisan Skripsi dan Tugas Akhir Fakultas Ilmu Budaya UB.

## Appendix Task Guidelines and Rubrics 6

|   |  | <b>UNIVERSITAS BRAWIJAYA</b><br><b>FACULTY OF CULTURAL STUDIES</b><br><b>DEPARTMENT OF LANGUAGE EDUCATION</b><br><b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b><br><b>EDUCATION</b> |   |                 |   |
|--|--|---|---|-----------------|---|
| <b>STUDENT TASK GUIDELINE</b>  |  |   |   |                 |   |
| <b>COURSE TITLE</b>  | <b>Methodology of Educational Research</b>   |   |   |                 |   |
| <b>CODE</b>  | SPI 62018  | <b>ECT</b>  | 3 | <b>SEMESTER</b> | 6 |
| <b>LECTURER</b>  | Dr. Sony Sukmawan, M.Pd  |   |   |                 |   |
| <b>TASK FORM</b>   |  |   |   |                 |   |
| Matrix   |  |   |   |                 |   |
| <b>COURSE LEARNING OUTCOME</b>   |  |   |   |                 |   |
| Design a qualitative/ quantitiave/ CAR/ R&D research method matrix   |  |   |   |                 |   |
| <b>DESCRIPTION</b>   |  |   |   |                 |   |
| Students are given an assignment to make a research instrument matrix that match with the chosen research method   |  |   |   |                 |   |
| <b>METHOD OF COMPLETION</b>  |  |   |   |                 |   |
| <ol style="list-style-type: none"> <li>1. Students make a matrix about research instrument that matches with the research idea.</li> <li>2. Concept map has the list of references.</li> <li>3. Concept map is submitted on offline class or online platform (Google Classroom)</li> </ol> |  |   |   |                 |   |
| <b>OUTCOMES</b>  |  |   |   |                 |   |
| <ol style="list-style-type: none"> <li>a. Object : Research instrument matrix</li> <li>b. Outcome: students understand the concept of qualitative and quantitative instruments that support the research idea</li> </ol>   |  |   |   |                 |   |
| <b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>   |  |   |   |                 |   |
| ASPECT   | DESCRIPTOR   | Performance Achievement Score   |   |                 |   |
|  |  | 1   | 2 | 3               | 4 |
| The suitability of data type and its instrument  | Have students determined the proper instrument for the type of data chosen?          |   |   |                 |   |
| The accuracy of determining quantitative instruments   | Are the chosen quantitative data correctly obtained with the appropriate instrument? |   |   |                 |   |
| The accuracy of  | Are the chosen qualitative data correctly obtained                                   |   |   |                 |   |

|                                     |  |  |  |  |  |
|-------------------------------------|--|--|--|--|--|
| determining qualitative instruments | with the appropriate instrument?                               |  |  |  |  |
| The recency of references           | Are the referenced source published in the last 10 years?      |  |  |  |  |
| Tanggung jawab                      | Do students create and submit matrix based on the instruction? |  |  |  |  |

#### TIMES


Meeting 9-10

**OTHERS : -**

#### REFERENCES

1. Anggoro, Toha. 2007. *Metode Penelitian*. Jakarta: Penerbit Universitas Terbuka.
2. Ary, Donald. 1982. *Introduction to Educational Research* (terjemahan Arief Furchon). Surabaya: Usaha Nasional.
3. Creswell, John W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Method Approach*. London: Sage Publications.
4. Gorard, S. 2001. *Quantitative Methods in Educational Research*. London: Continuum.
5. Kunandar. 2011. *Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru*. Jakarta: Raja Grafindo Persada.
6. McDonough, J. & McDonough, S. 1997. *Research Methods for English Language Teachers*. London: Arnold.
7. Moleong, Lexy J. 2011. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
8. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
9. Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
10. Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
11. Suharsimi, Arikunto. 2002. *Prosedur penelitian*. Jakarta: Rineka cipta.
12. Sukardi, 2003, *Educational Research Method, Kompetensi dan Praktiknya*, Penerbit Bumi Aksara, Jakarta.

### Appendix Task Guidelines and Rubrics 7

|   |  |   |   |                 |   |
|---|--|---|---|-----------------|---|
|    |  | <b>UNIVERSITAS BRAWIJAYA</b><br><b>FACULTY OF CULTURAL STUDIES</b><br><b>DEPARTMENT OF LANGUAGE EDUCATION</b><br><b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b> |   |                 |   |
| <b>STUDENT TASK GUIDELINE</b>   |  |   |   |                 |   |
| <b>COURSE TITLE</b>   | <b>Methodology of Educational Research</b> |   |   |                 |   |
| <b>CODE</b>   | SPI 62018                                  | <b>ECT</b>  | 3 | <b>SEMESTER</b> | 6 |
| <b>LECTURER</b>   | Dr. Sony Sukmawan, M.Pd                    |   |   |                 |   |
| <b>TASK FORM</b>  |  |   |   |                 |   |
| Mind map  |  |   |   |                 |   |
| <b>COURSE LEARNING OUTCOME</b>  |  |   |   |                 |   |
| Design a qualitative/ quantitiave/ CAR/ R&D research method matrix  |  |   |   |                 |   |
| <b>DESCRIPTION</b>  |  |   |   |                 |   |
| Students are given an assignment to make a data analysis matrix   |  |   |   |                 |   |
| <b>METHOD OF COMPLETION</b>   |  |   |   |                 |   |
| <ol style="list-style-type: none"> <li>1. Students make a concept map.</li> <li>2. Concept map has the list of references.</li> <li>3. Concept map is submitted on offline class or online platform (Google Classroom)</li> </ol> |  |   |   |                 |   |

**OUTCOMES**

- a. Object : data analysis mind map
- b. Outcome: students understand the concept and the flow of data analysis coherently and systematically.

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

| ASPECT   | DESCRIPTOR   | Performance Achievement Score |   |   |   |
|--|--|-------------------------------|---|---|---|
|  |  | 1                             | 2 | 3 | 4 |
| The accuracy of identifying a concept                  | Do the concepts created by students demonstrate the correct identification of the relevant theory?     |                               |   |   |   |
| The accuracy of correlating relations between concepts | Can students relate one concept to another?  |                               |   |   |   |
| The accuracy of explaining a concept                   | Is the content of the concept map easy to understand?  |                               |   |   |   |
| The accuracy to form a new knowledge structure         | Does the concept map contain a clear flow of analytical steps which lead to a new knowledge structure? |                               |   |   |   |
| Responsibility   | Do students create and submit concept map based on the instruction?                                    |                               |   |   |   |


**TIMES**

Meeting 11

**OTHERS : -****REFERENCES**

1. Ary, Donald. 1982. *Introduction to Educational Research* (terjemahan Arief Furchon). Surabaya: Usaha Nasional.
2. Creswell, John W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Method Approach*. London: Sage Publications.
3. Gorard, S. 2001. *Quantitative Methods in Educational Research*. London: Continuum.
4. Kunandar. 2011. *Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru*. Jakarta: Raja Grafindo Persada.
5. Moleong, Lexy J. 2011. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
6. Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
7. Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
8. Suharsimi, Arikunto. 2002. *Prosedur penelitian*. Jakarta: Rineka cipta.
9. Sukardi, 2003, *Educational Research Method, Kompetensi dan Praktiknya*, Penerbit Bumi Aksara, Jakarta.


## Appendix Task Guidelines and Rubrics 8

|  |           |   |   |                 |   |
|--|-----------|---|---|-----------------|---|
|   |           | <b>UNIVERSITAS BRAWIJAYA</b><br><b>FACULTY OF CULTURAL STUDIES</b><br><b>DEPARTMENT OF LANGUAGE EDUCATION</b><br><b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b><br><b>EDUCATION</b>       |   |                 |   |
| <b>STUDENT TASK GUIDELINE</b>  |           |   |   |                 |   |
| <b>COURSE TITLE</b>  |           | <b>Methodology of Educational Research</b>  |   |                 |   |
| <b>CODE</b>  | SPI 62018 | <b>ECT</b>  | 3 | <b>SEMESTER</b> | 6 |
| <b>LECTURER</b>  |           | Dr. Sony Sukmawan, M.Pd   |   |                 |   |
| <b>TASK FORM</b>   |           |   |   |                 |   |
| Presentation   |           |   |   |                 |   |
| <b>COURSE LEARNING OUTCOME</b>   |           |   |   |                 |   |
| Present research plans with a qualitative method-based learning research matrix  |           |   |   |                 |   |
| <b>DESCRIPTION</b>   |           |   |   |                 |   |
| Students are given an assignment to present the qualitative method-based learning research matrix  |           |   |   |                 |   |
| <b>METHOD OF COMPLETION</b>  |           |   |   |                 |   |
| <ol style="list-style-type: none"> <li>1. Students make a complete qualitative method-based learning research matrix.</li> <li>2. Matrix has the list of references.</li> <li>3. Matrix is submitted on offline class or online platform (Google Classroom)</li> </ol> |           |   |   |                 |   |
| <b>OUTCOMES</b>  |           |   |   |                 |   |
| <ol style="list-style-type: none"> <li>a. Object : a complete qualitative method-based learning research matrix</li> <li>b. Outcome: students present research plans based on a complete qualitative method-based learning research matrix guideline</li> </ol>        |           |   |   |                 |   |
| <b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>   |           |   |   |                 |   |
| <b>ACHIEVEMENT</b>   |           | <b>DESCRIPTOR</b>   |   |                 |   |
| ADVANCED<br>85-100   |           | Students are able to plan, implement, and create a product innovatively with good cooperation and on time, while also understand very well the process and the resulting product                      |   |                 |   |
| PROFICIENT<br>75-84  |           | Students are able to plan, implement, and create a product innovatively with good cooperation and based on instruction, while also understand well the process and the resulting product              |   |                 |   |
| GOOD<br>65-74  |           | Students are able to plan, implement, and create a product innovatively with good cooperation and based on instruction, yet still do not understand well all of the process and the resulting product |   |                 |   |
| DEVELOPING<br>55-64  |           | Students are able to plan, implement, and create a product innovatively with good cooperation, yet not on time and do not understand well the process and the resulting product                       |   |                 |   |
| NOVICE<br><55  |           | Students do not plan, do not do and cannot complete the product based on the guidelines   |   |                 |   |
| <b>TIMES</b>   |           |   |   |                 |   |
| Meeting 12   |           |   |   |                 |   |
| <b>OTHERS : -</b>  |           |   |   |                 |   |
| <b>REFERENCES</b>  |           |   |   |                 |   |
| 1. Creswell, John W. 2003. <i>Research Design: Qualitative, Quantitative, and Mixed Method Approach</i> . London:  |           |   |   |                 |   |

Sage Publications.

2. Gorard, S. 2001. *Quantitative Methods in Educational Research*. London: Continuum.
3. Kunandar. 2011. *Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru*. Jakarta: Raja Grafindo Persada.
4. McDonough, J. & McDonough, S. 1997. *Research Methods for English Language Teachers*. London: Arnold.
5. Moleong, Lexy J. 2011. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
6. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
7. Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
8. Suharsimi, Arikunto. 2002. *Prosedur penelitian*. Jakarta: Rineka cipta.
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## Appendix Task Guidelines and Rubrics 9

|   |   |            |   |                 |   |
|---|---|------------|---|-----------------|---|
|    | <b>UNIVERSITAS BRAWIJAYA</b><br><b>FACULTY OF CULTURAL STUDIES</b><br><b>DEPARTMENT OF LANGUAGE EDUCATION</b><br><b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b><br><b>EDUCATION</b> |            |   |                 |   |
| <b>STUDENT TASK GUIDELINE</b>   |   |            |   |                 |   |
| <b>COURSE TITLE</b>   | <b>Methodology of Educational Research</b>  |            |   |                 |   |
| <b>CODE</b>   | SPI 62018   | <b>ECT</b> | 3 | <b>SEMESTER</b> | 6 |
| <b>LECTURER</b>   | Dr. Sony Sukmawan, M.Pd   |            |   |                 |   |
| <b>TASK FORM</b>  |   |            |   |                 |   |
| Presentation  |   |            |   |                 |   |
| <b>COURSE LEARNING OUTCOME</b>  |   |            |   |                 |   |
| Present research plans with a quantitative method-based learning research matrix  |   |            |   |                 |   |
| <b>DESCRIPTION</b>  |   |            |   |                 |   |
| Students are given an assignment to present the quantitative method-based learning research matrix  |   |            |   |                 |   |
| <b>METHOD OF COMPLETION</b>   |   |            |   |                 |   |
| <ol style="list-style-type: none"> <li>1. Students make a complete quantitative method-based learning research matrix.</li> <li>2. Matrix has the list of references.</li> <li>3. Matrix is submitted on offline class or online platform (Google Classroom)</li> </ol> |   |            |   |                 |   |
| <b>OUTCOMES</b>   |   |            |   |                 |   |
| <ol style="list-style-type: none"> <li>c. Object : a complete quantitative method based learning research matrix</li> <li>a. Outcome: students present research plans based on a complete quantitative method-based learning research matrix guideline</li> </ol>       |   |            |   |                 |   |
| <b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>  |   |            |   |                 |   |
| <b>ACHIEVEMENT</b>  | <b>DESCRIPTOR</b>   |            |   |                 |   |
| ADVANCED<br>85-100  | Students are able to plan, implement, and create a product innovatively with good cooperation and on time, while also understand very well the process and the resulting product                |            |   |                 |   |
| PROFICIENT<br>75-84   | Students are able to plan, implement, and create a product innovatively with good cooperation and based on instruction, while also understand well the process and the resulting product        |            |   |                 |   |
| GOOD<br>65-74   | Students are able to plan, implement, and create a product innovatively with good cooperation and based on instruction, yet still do not understand well all of the process                     |            |   |                 |   |

|                     |   |
|---------------------|---|
|                     | and the resulting product   |
| DEVELOPING<br>55-64 | Students are able to plan, implement, and create a product innovatively with good cooperation, yet not on time and do not understand well the process and the resulting product |
| NOVICE<br><55       | Students do not plan, do not do and cannot complete the product based on the guidelines   |

#### TIMES


Meeting 13

**OTHERS : -**

#### REFERENCES

1. Anggoro, Toha. 2007. *Metode Penelitian*. Jakarta: Penerbit Universitas Terbuka.
2. Ary, Donald. 1982. *Introduction to Educational Research* (terjemahan Arief Furchon). Surabaya: Usaha Nasional.
3. Creswell, John W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Method Approach*. London: Sage Publications.
4. Gorard, S. 2001. *Quantitative Methods in Educational Research*. London: Continuum.
5. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
6. Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
7. Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
8. Suharsimi, Arikunto. 2002. *Prosedur penelitian*. Jakarta: Rineka cipta.
9. Sukardi, 2003, *Educational Research Method, Kompetensi dan Praktiknya*, Penerbit Bumi Aksara, Jakarta.

### Appendix Task Guidelines and Rubrics 10

|   |  |   |   |                 |   |
|---|--|---|---|-----------------|---|
|    |  | <b>UNIVERSITAS BRAWIJAYA</b><br><b>FACULTY OF CULTURAL STUDIES</b><br><b>DEPARTMENT OF LANGUAGE EDUCATION</b><br><b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</b> |   |                 |   |
| <b>STUDENT TASK GUIDELINE</b>   |  |   |   |                 |   |
| <b>COURSE TITLE</b>   | <b>Methodology of Educational Research</b> |   |   |                 |   |
| <b>CODE</b>   | SPI 62018                                  | <b>ECT</b>  | 3 | <b>SEMESTER</b> | 6 |
| <b>LECTURER</b>   | Dr. Sony Sukmawan, M.Pd                    |   |   |                 |   |
| <b>TASK FORM</b>  |  |   |   |                 |   |
| Presentation  |  |   |   |                 |   |
| <b>COURSE LEARNING OUTCOME</b>  |  |   |   |                 |   |
| Present the research matrix plan design in the field of Indonesian literature or literature education   |  |   |   |                 |   |
| <b>DESCRIPTION</b>  |  |   |   |                 |   |
| Students are given an assignment to present the classroom action research matrix  |  |   |   |                 |   |
| <b>METHOD OF COMPLETION</b>   |  |   |   |                 |   |
| <ol style="list-style-type: none"> <li>4. Students make a complete classroom action research matrix.</li> <li>5. Matrix has the list of references.</li> <li>6. Matrix is submitted on offline class or online platform (Google Classroom)</li> </ol> |  |   |   |                 |   |
| <b>OUTCOMES</b>   |  |   |   |                 |   |
| <ol style="list-style-type: none"> <li>d. Object : a complete classroom action research matrix</li> <li>e. Outcome: students presents their research plan based on the classroom action research matrix</li> </ol>                                    |  |   |   |                 |   |

**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

| <b>ACHIEVEMENT</b>  | <b>DESCRIPTOR</b>   |
|---------------------|---|
| ADVANCED<br>85-100  | Students are able to plan, implement, and create a product innovatively with good cooperation and on time, while also understand very well the process and the resulting product                      |
| PROFICIENT<br>75-84 | Students are able to plan, implement, and create a product innovatively with good cooperation and based on instruction, while also understand well the process and the resulting product              |
| GOOD<br>65-74       | Students are able to plan, implement, and create a product innovatively with good cooperation and based on instruction, yet still do not understand well all of the process and the resulting product |
| DEVELOPING<br>55-64 | Students are able to plan, implement, and create a product innovatively with good cooperation, yet not on time and do not understand well the process and the resulting product                       |
| NOVICE<br><55       | Students do not plan, do not do and cannot complete the product based on the guidelines   |


**TIMES**

Meeting 14

**OTHERS : -****REFERENCES**

1. Anggoro, Toha. 2007. *Metode Penelitian*. Jakarta: Penerbit Universitas Terbuka.
2. Ary, Donald. 1982. *Introduction to Educational Research* (terjemahan Arief Furchon). Surabaya: Usaha Nasional.
3. Creswell, John W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Method Approach*. London: Sage Publications.
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6. McDonough, J. & McDonough, S. 1997. *Research Methods for English Language Teachers*. London: Arnold.
7. Moleong, Lexy J. 2011. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
8. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
9. Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
10. Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
11. Suharsimi, Arikunto. 2002. *Prosedur penelitian*. Jakarta: Rineka cipta.
12. Sukardi, 2003, *Educational Research Method, Kompetensi dan Praktiknya*, Penerbit Bumi Aksara, Jakarta.


## Appendix Task Guidelines and Rubrics 11

|  |           |   |   |                 |   |
|--|-----------|---|---|-----------------|---|
|   |           | <b>UNIVERSITAS BRAWIJAYA</b><br><b>FACULTY OF CULTURAL STUDIES</b><br><b>DEPARTMENT OF LANGUAGE EDUCATION</b><br><b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b><br><b>EDUCATION</b>       |   |                 |   |
| <b>STUDENT TASK GUIDELINE</b>  |           |   |   |                 |   |
| <b>COURSE TITLE</b>  |           | <b>Methodology of Educational Research</b>  |   |                 |   |
| <b>CODE</b>  | SPI 62018 | <b>ECT</b>  | 3 | <b>SEMESTER</b> | 6 |
| <b>LECTURER</b>  |           | Dr. Sony Sukmawan, M.Pd   |   |                 |   |
| <b>TASK FORM</b>   |           |   |   |                 |   |
| Mind map   |           |   |   |                 |   |
| <b>COURSE LEARNING OUTCOME</b>   |           |   |   |                 |   |
| Present the research matrix plan design in the field of Indonesian literature or literature education  |           |   |   |                 |   |
| <b>DESCRIPTION</b>   |           |   |   |                 |   |
| Students are given an assignment to present the developmental research matrix  |           |   |   |                 |   |
| <b>METHOD OF COMPLETION</b>  |           |   |   |                 |   |
| <ol style="list-style-type: none"> <li>1. Students make a complete developmental research matrix.</li> <li>2. Matrix has the list of references.</li> <li>3. Matrix is submitted on offline class or online platform (Google Classroom)</li> </ol> |           |   |   |                 |   |
| <b>OUTCOMES</b>  |           |   |   |                 |   |
| <ol style="list-style-type: none"> <li>a. Object : a complete developmental research matrix</li> <li>b. Outcome: students present research proposals that match with the complete developmental research matrix guidelines</li> </ol>              |           |   |   |                 |   |
| <b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>   |           |   |   |                 |   |
| <b>ACHIEVEMENT</b>   |           | <b>DESCRIPTOR</b>   |   |                 |   |
| ADVANCED<br>85-100   |           | Students are able to plan, implement, and create a product innovatively with good cooperation and on time, while also understand very well the process and the resulting product                      |   |                 |   |
| PROFICIENT<br>75-84  |           | Students are able to plan, implement, and create a product innovatively with good cooperation and based on instruction, while also understand well the process and the resulting product              |   |                 |   |
| GOOD<br>65-74  |           | Students are able to plan, implement, and create a product innovatively with good cooperation and based on instruction, yet still do not understand well all of the process and the resulting product |   |                 |   |
| DEVELOPING<br>55-64  |           | Students are able to plan, implement, and create a product innovatively with good cooperation, yet not on time and do not understand well the process and the resulting product                       |   |                 |   |
| NOVICE<br><55  |           | Students do not plan, do not do and cannot complete the product based on the guidelines   |   |                 |   |
| <b>TIMES</b>   |           |   |   |                 |   |
| Meeting 15   |           |   |   |                 |   |
| <b>OTHERS : -</b>  |           |   |   |                 |   |
| <b>REFERENCES</b>  |           |   |   |                 |   |
| 1. Anggoro, Toha. 2007. <i>Metode Penelitian</i> . Jakarta: Penerbit Universitas Terbuka.  |           |   |   |                 |   |



2. Ary, Donald. 1982. *Introduction to Educational Research* (terjemahan Arief Furchon). Surabaya: Usaha Nasional.
3. Creswell, John W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Method Approach*. London: Sage Publications.
4. Gorard, S. 2001. *Quantitative Methods in Educational Research*. London: Continuum.
5. McDonough, J. & McDonough, S. 1997. *Research Methods for English Language Teachers*. London: Arnold.
6. Moleong, Lexy J. 2011. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
7. Nazir, Moh. 2005. *Metode Penelitian*. Bogor: Ghalia Indonesia.
8. Sugiyono. 2008. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.
9. Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
10. Suharsimi, Arikunto. 2002. *Prosedur penelitian*. Jakarta: Rineka cipta.
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## Appendix Task Guidelines and Rubrics 12

|  |  |   |            |                                      |                   |          |          |
|--|--|---|------------|--------------------------------------|-------------------|----------|----------|
|   |  | <b>UNIVERSITAS BRAWIJAYA</b><br><b>FACULTY OF CULTURAL STUDIES</b><br><b>DEPARTMENT OF LANGUAGE EDUCATION</b><br><b>STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE</b><br><b>EDUCATION</b> |            |                                      |                   |          |          |
| <b>STUDENT TASK GUIDELINE</b>  |  |   |            |                                      |                   |          |          |
| <b>COURSE TITLE</b>  |  | <b>Methodology of Educational Research</b>  |            |                                      |                   |          |          |
| <b>CODE</b>  |  | SPI 62018   | <b>ECT</b> | 3                                    | <b>SEMESTER</b> ^ |          |          |
| <b>LECTURER</b>  |  | Dr. Sony Sukmawan, M.Pd   |            |                                      |                   |          |          |
| <b>TASK FORM</b>   |  |   |            |                                      |                   |          |          |
| Final Test   |  |   |            |                                      |                   |          |          |
| <b>COURSE LEARNING OUTCOME</b>   |  |   |            |                                      |                   |          |          |
| Students are able to give a full research proposal in the form of a complete matrix and explain why the proposal is important to be done.  |  |   |            |                                      |                   |          |          |
| <b>DESCRIPTION</b>   |  |   |            |                                      |                   |          |          |
| Based on the type of research group, students present research proposals systematically based on input, suggestions, and critical comments. They also explain the importance of research proposal.           |  |   |            |                                      |                   |          |          |
| <b>METHOD OF COMPLETION</b>  |  |   |            |                                      |                   |          |          |
| <ol style="list-style-type: none"> <li>1. Each group presents the research plan matrix that has been prepared and explains the importance of the plan.</li> <li>2. Other groups provide feedback.</li> </ol> |  |   |            |                                      |                   |          |          |
| <b>OUTCOMES</b>  |  |   |            |                                      |                   |          |          |
| a. Object : Spoken presentation  |  |   |            |                                      |                   |          |          |
| b. Outcome: Students are able to present a research proposal systematically and explain the importance of it.  |  |   |            |                                      |                   |          |          |
| <b>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</b>   |  |   |            |                                      |                   |          |          |
| <b>ASPECT</b>  |  | <b>DESCRIPTOR</b>   |            | <b>Performance Achievement Score</b> |                   |          |          |
|  |  |   |            | <b>1</b>                             | <b>2</b>          | <b>3</b> | <b>4</b> |
| Material mastery   |  | Can each group master the material presented?   |            |                                      |                   |          |          |
| The clarity of material presentation   |  | Is the material clearly and easily understood by the audience?  |            |                                      |                   |          |          |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
| Communicativeness                              | What language does the group use when presenting and answering communicative questions? |  |  |  |  |
| The skills in using presentation support media | Does each group master in using presentation media?                                     |  |  |  |  |
| The attractiveness of the presentation         | Is the material packaged into an attractive presentation?                               |  |  |  |  |
| Fluency  | Can each group present the material and answer the audience's questions smoothly?       |  |  |  |  |

**TIMES**

Meeting 16

**OTHERS : -**

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