





SEMESTER LESSON PLAN
RESEARCH METHODOLOGY IN EDUCATIONAL PSYCHOLOGY



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MASTER PROGRAM IN EDUCATIONAL PSYCHOLOGY
SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA
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	SEMESTER LESSON PLAN	No. Doc : AP-SPSUPI-AK04/SP714
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Lecturer	QCC on Educational Psychology	Head of Educational Psychology Study Program
SEMESTER LESSON PLAN		
1. Course Identity		
Study Program Name	: Master of Educational Psychology	
Course Name	: Research Methodology in Educational Psychology	
Code	: SP760	
Classification	: Core Competency Courses of Study Program	
Credit (s)	: 3 credits	
Program	: Master Program	
Semester	: 1 (one)	
Prerequisite	: -	

Status : Compulsory
 Lecturer name and code : Hani Yulidasari, S.Psi., M. Gendst., Ph.D. (2220)
 Dr. Ilfiandra, M.Pd. (2017)

2. Course Description

Research Methodology courses are included in the core competency courses (MKLK) family. The objective of this course is for students to master competencies related to understanding, application, and professional attitude in conducting scientific research. The scope of the study topics includes basic research concepts, problem identification, quantitative-qualitative approaches, instrument development and data analysis, various research methods, and preparation of research proposals. The main reference is John W. Creswell. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th edition)*. New Jersey: PEARSON Merrill Prentice Hall.

3. Learning Outcomes

A	Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of life in society, nation, and country based on culture, norms, and academic ethics.
K1	Comprehend the concepts, theories, and principles in educational psychology, developmental psychology, and pedagogy, and their implementation in educational practices.
K2	Comprehend the research methodology and its implementation to improve the quality of educational practices and promote the well-being of involved parties in formal, informal, and non-formal educational settings.
K3	Comprehend the principles and models of teaching, learning, assessment, and educative interventions and their applications to promote, prevent, and improve the quality of educational practice as well as to increase the well-being of all parties involved.
GS1	Integrate learning and innovation skills, tacit knowledge, ICT competency, and life skills into lifelong learners' behavior to facilitate their career development.

SS2	Manage evidence-based research independently in solving problems in educational practices from educational psychology perspectives and publish the findings in national and international journals.
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Able to manage educational psychology research whose results have the potential to be applied in solving human problems through an inter or multidisciplinary approach and gain recognition and publication in accredited scientific journals both nationally and internationally.

4. Course Learning Outcomes

- a. Students can understand the basic concepts of research.
- b. Students can distinguish the characteristics of the research approach.
- c. Students can understand the 5 elements of problem identification and are skilled at formulating problem identification.
- d. Students are skilled at compiling literature reviews for educational psychology research topics of interest.
- e. Students understand various research methods and designs and choose the right design for the research topic
- f. Students are familiar with various quantitative-qualitative research instruments and choose the form of instruments and data analysis techniques that are appropriate to the research approach.
- g. Students understand various quantitative-qualitative data analysis techniques and choose analytical techniques that are appropriate to the research topic.
- h. Students understand the elements of a research proposal that qualify as scientific research.
- i. Students have sensitivity to ethical and legal issues in educational psychology research

5. Semester Learning Plan

Meetings	Indicators of Course Learning Achievement	Study Materials	Forms of Learning	Time	Assignment and Assessment	Reference
1.	-	Urgency, purpose, topic,	Lecturers use the lecture method which begins with	150 minutes	-	Course modul

		and course evaluation	disclosing student learning experiences when taking research courses at the undergraduate level as a way to identify entry behavior. Next contains an explanation of the lecture outline.			
2.	Students can understand the basic concepts of research.	Approaches to acquiring knowledge, and theories of the truth	Begin with questions and answers regarding the basis of student decision-making in everyday life. Furthermore, the explanation of how to obtain knowledge through non-scientific and scientific. In the final section, the strengths and weaknesses of scientific knowledge are presented.	150 minutes	Analysis of educational decisions based on scientific knowledge	Kerlinger (1973) chapter 1; Suryabrata (2013).
3.	Students can understand the basic concepts of research.	Definitions, and characteristics, urgency, processes, and skills	The lecture begins with a review of the basic research concepts that students have mastered. Through lectures, questions, and answers, lecturers broaden students' insights about basic research	150 minutes	Topic summary	Creswell (2012), chapter 1;

			concepts, including basic skills in research			
4.	Students can distinguish the characteristics of the research approach.	Characteristics of a quantitative-qualitative approach, differences and similarities, quan-qualified design, and skills for quan-qualified research.	The lecture begins with a 3-minute video showing the characteristics of quant-quality research. Furthermore, in groups, students elaborate on the characteristics of the quants based on the references. At the end of the meeting, the lecturer enriched their insights about the basis for the decision to choose a research approach.	150 minutes	Studying 2 theses with a quant-qual approach to find their main characteristics	Creswell, W. John. (2012), chapter 1
5.	Students can understand the 5 elements of problem identification and are skilled at formulating problem identification.	The importance of problem identification elements, 'differences of problems that 'can be researched' and 'must be researched',	The lecture begins with a question and answer session about the reasons for choosing a research topic as a basis for explaining the differences between "can" and "should" be researched. Next, the importance of problem identification is explained. In the final section, 5 elements of problem	150 minutes	Study the research background on the thesis to understand the identification elements of the research problem	Creswell, W. John. (2012), chapter 2

		strategies for formulating problem identification.	identification with examples are presented			
6.	Students are skilled at compiling literature reviews for educational psychology research topics of interest	Functions, stages, and types of literature review.	The lecture begins with a presentation of the quality research results of the postgraduate school's ' scientific work with a focus on the quality and common errors of the literature review. Through lectures and questions and answers, it is explained what the general steps of the literature review are, including the criteria for selecting references.	150 minutes	Compile a literature map research topics of interest to students	Creswell, W. John. (2012), chapter 3
7.	Students understand various research methods and designs and choose the right design for the research topic	Definition, characteristics, types, steps, and internal and external validity of experimental research	Lectures focus on explaining the concept of experimental research as a whole. At the beginning of the lecture, an impression was expressed regarding the experimental pattern in the thesis. At the end of the meeting, students are expected to be able to	150 minutes	Analysis of articles from research journals using experimental design.	Creswell, W. John. (2012), chapter 10

			determine the experimental design that is appropriate to the research topic.			
8.	<i>Midterm exam</i>					
9.	Students understand various research methods and designs and choose the right design for the research topic	Definition, characteristics, types, steps, and evaluation of correlation research	At the beginning of the lecture, the impressions of students who conducted correlation research were revealed. Lecturers focus on explaining the concept of correlation research as a whole. At the end of the meeting, students are expected to be able to identify the appropriate type of correlation research for educational psychology.	150 minutes	Analysis of articles from research journals using a correlation design	Creswell, W. John. (2012), chapter11
10.	Students understand various research methods and designs and choose the right design for the research topic	Definition, history, characteristics, types, steps, survey research.	The lecture begins with various releases in media based on surveys. Next is explained about the survey and at the end of the lecture students are asked to identify educational psychology	150 minutes	Analysis of research articles from journals using a survey design	Creswell, W. John. (2012), chapter12

			research topics that can use the survey			
11.	Students understand various research methods and designs and choose the right design for the research topic	Definition, history, characteristics, types, and steps of ethnographic research	The topic about the history of ethnographic research in the field of education in America started the meeting. Next, a complete description of the concept of ethnographic research is presented. At the end of the meeting, educational psychology research topics that could use ethnographic research are identified.	150 minutes	Analysis of articles from research journals using an ethnographic design	Creswell, W. John. (2012), chapter 14
12.	Students are familiar with various quantitative-qualitative research instruments and choose the form of instruments and data analysis techniques that are appropriate to the research approach.	Determination of units of analysis, types of quantitative instruments, instrumentation steps, instrument parameters testing, and of statistical procedures	Lecturers use the lecture method and case presentations. The initial meeting discussed sampling techniques for quantitative research. Next, it discusses the forms of quantitative research instruments and their parameter testing procedures. At the end, students are asked to determine statistical	150 minutes	Selecting instrument forms, parameter testing techniques, and statistical procedures to be used for research topics.	Creswell, W. John. (2012), chapters 5,6

		according to student research designs	procedures for the research topic of interest.			
13.	Students are familiar with various quantitative-qualitative research instruments and choose the form of instruments and data analysis techniques that are appropriate to the research approaches.	Purposive techniques in determining participants, types of qualitative instruments, instrument development procedures, techniques of analysis, and interpretation of qualitative research results.	Lectures begin with an explanation of misconceptions in qualitative research, both that occur in students and in theses or similar scientific works. Next is discussed the forms of qualitative instruments and how to do analysis and interpretation of qualitative data.	150 minutes	Study the form of instruments, development procedures, data collection techniques, and procedures for analyzing and interpreting data in theses/dissertations using qualitative approach.	Creswell, W. John. (2012), chapters 7,8
14.	Students understand the elements of research proposals	Elements of academic writing, and language bias,	The lecture begins with an explanation about the low ability of students' academic writing. Next is a discussion	150 minutes	Draft research proposal	Leary. (2008), chapter 15

	that are suitable for scientific research.	proposal components, grammar and citation, and reference writing	of the rules of scientific writing. Discussions and lectures focused on elements of research proposals and technical rules of writing and linguistic aspects			
15	Students have sensitivity to ethical and legal research issues.		The lecture begins by raising the issue of plagiarism. Through discussions and questions and answers, lecturers and students explore ethical issues that occur in educational psychology research, both in publications and among participants. In groups, students identify ethical issues in educational psychology research. In the final part, the lecturer synthesizes various students' views.	150	Analysis of ethical issues and technical aspects of thesis writing	Leary. (2008), chapter 14
16.	<i>Final exams</i>					

6. References

1. Creswell, W. John. (2012). Educational research: Planning, conducting and evaluating quantitative and qualitative research (fourth edition). Boston: Pearson.
2. Kerlinger, N. Fred (1973). Foundation of behavioral research (second edition). New York: Holt, Rinehart and Winston, Inc.
3. Leary, R Mark. (2008). Introduction to behavioral research methods (fifth edition). Boston: Pearson International Editions
4. Suryabrata, Sumadi. (2013). Metodologi penelitian. Jakarta: PT RajaGrafindo Persada.

7. Teaching Materials (Appendix 1)

In the form of a book, handout, or presentation material (Powerpoint)

8. Assessment Instrument (Appendix 2)

Contains UTS questions, UAS, quizzes, performance assessment formats, observation formats in the form of an assessment rubric

Bandung, August 10 2022

Chancellor of UPI

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