

SEMESTER LESSON PLAN (RPS)

COURSES	:	S2 Educational Research and Evaluation
COURSES	:	Research Methodologyn
WEIGHT	:	3 credits
LECTURERS	:	Prof.Dr. Wardani Rahayu, M. The Dr. Soeprijanto, M.Pd



POSTGRADUATE
JAKARTA STATE UNIVERSITY
2022



**JAKARTA STATE UNIVERSITY
POSTGRADUATE
S2 STUDY PROGRAM FOR EDUCATIONAL RESEARCH AND EVALUATION**

**SEMESTER LESSON PLAN
(RPS)**

COURSES	CODE	WEIGHTS (CREDITS)	SEMESTER	TIME	DATE OF DRAFTING
Research Methodology	PPS 502	3 (Three)	1	16 weeks (Aug-December 2022)	June 2022
AUTHORIZATION	Lecturers		Reviewer/Quality Assurance		<input type="checkbox"/> the advantage of Prodi
	Prof.Dr. Wardani Rahayu, M. The Dr. Soeprijanto, M.Pd			Dr. Ir. Mahdiyah, M.Kees
DESCRIPTION	This course aims students to understand the concept of research methodology and skills in compiling research disciplines in the field of educational measurement, educational evaluation or instrument development. This subject discusses the scope of this course discussing the paradigm and epistemology of research, quantitative and qualitative research concepts, types (variety) of research, research design and procedures, instrument development, data collection techniques, analysis and interpretation of research data results , writing draft proposals. Learning in this course emphasizes understanding concepts and determining research problems through article review, writing research proposals, the learning model applied is directed learning, indirect learning, project based learning. The achievement of the study of this course supports the learning outcomes of graduates who will later support as research and evaluation educators, development of assessment tools, researchers in the field of Education				
GRADUATE LEARNING OUTCOMES (CPL)	CPL		CPMK		SubCPMK
	1. Demonstrate an attitude of responsibility for work in their field of expertise independently (S1)		1. Able to develop science, technology, art in their fields or professionalism through research to test innovations through research lectures on metodologi.		1.1 Comparing research paradigms and epistemologies of Educational research in collaboration with peers

			<p>1.2 Analyze the types of educational research and conduct literature reviews in collaboration with peers</p> <p>1.3 Analyzing the concept of developing research instruments in collaboration with peers</p> <p>1.4 Choosing sampling techniques according to the type of research in collaboration with peers</p> <p>1.5 Determine data collection techniques and data analysis techniques in collaboration with peers</p>
	2 Have the ability to communicate ideas, make decisions in the context of solving problems of scientific development (KU1);	2. Able to solve problems in science, technology, and art in their fields through an interdisciplinary or multidisciplinary approach through methodology research courses.	2.1 Analyze the problems of the field of research in the field of evaluation, measurement, or assessment of education through the study of articles to determine the state of the art with an attitude of responsibility for work independently
	3 Have the ability to cooperate (KU2)	3. Able to manage research and develop benefits for society and science and get recognition at the national and international levels through research methodology courses	3.1 Produce a draft research proposal with the correct research methodology attitude of responsibility for work independently 3.2 Achieving a draft research proposal with research methodology
	4 Able to evaluate educational problems, critically analyze theories and determine appropriate research methodologies to solve research problems in the field of evaluation, measurement, or educational assessment (P1);	4. Have the ability to communicate ideas,	

	5	Able to develop assessment tools and standard instruments to solve educational problems with an interdisciplinary approach based on academic values, norms, and ethics (P2)	5. Have the ability to cooperate with colleagues, colleagues in the institution in accordance with professional ethics	
	6	Able to apply PEP science professionally and sustainably through research, development of literacy and numeracy (P4)	6. Skilled in making research planning 7. Show an attitude of responsibility for work independently	
Study Materials	STUDY MATERIALS/ SUBJECT MATTER		SUB- STUDY MATERIALS /SUB-SUBJECT MATTER	
	1.	Research Paradigm	1.1	Paradigms and epistemologies of educational research
	2.	Types of Research	2.1.	Experimental research
			2.2.	Nonecperimentary Research: Comparative Causal Design
			2.3.	Nonecdperimentary Research: Correlational Design
			2.4.	Qualitative research
			2.5.	Evaluative Research
			2.6.	Action research
			2.7.	Research with mixed methods
3.	Sampe Retrieval Technique	3.1.	Sampling techniques	
4.	Instrument Development	4.1.	Instrument Development	
5.	Data Collection Techniques	5.1.	Data collection techniques	
6.	Data Analysis Techniques	6.1.	Data analysis techniques and	
7.	Preparation of Research Proposals	7.1.	Preparation of article studies and research poposal drafts	
LEARNING ACTIVITIES	Pedekatan	<i>Student centered learning..</i>		
	Methods/st rategies	Direct learning, indirect learning, dan project base learning.		

	Fashionactually	Online <i>learning: Synchronous and Asynchronous models.</i>
	Assignment	Create papers, paper presentations, case analysis, project tasks.
VALUATION	Methods/techniques	Written exams, Performance Appraisal, Product Appraisal, Attitude Assessment.
	Instrument	Writing questions, Rating scale, Rubric .
REFERENCE	Main	<ol style="list-style-type: none"> 1. Creswell, John W. (2007). <i>Qualitative Inquiry & Research Design: Choosing Among Five Approaches</i>. Second Edition. Thousand Oaks, California, Sage Publication. 2. Creswell, John W. (2008). <i>Educational research: Planning, conducting, and evaluating quantitative and qualitative research</i>. Third Edition. Upper Saddle L.R. Gay., GeoffreyRiver, New Jersey: Pearson Education. 3. Creswell, John W. (2012). <i>Educational Research: Planning, Conducting And Evaluating Quantitativ And Qualitative Research</i>. New York: Pearson Merrill Prentice Hall. 4. _____. 2007. <i>Designing and Conducting Mixed Methods research</i>. California: Sage Publications. 5. Fraenkel, Jack R. <i>How to Design and Evalud Research and Education</i>. New York: McGraw Hill, 2009 6. Gay, L. R., Geoffrey E. Mills, Peter Airasian. (2009). <i>Educational Research: Competencies for Analysis and Aplications</i>. New Jersey: Pearson Education. 7. Kerlinger, Fred Nichols and Howard Bing Lee. (2000). <i>Foundation of Behavioral Research</i>. New York: Harcout College Publishers. 8. Willis, Jerry W. 2007. <i>Foundations of Qualitative Research: Interpretive and Critical Approaches</i>. London: Sage Publications
	Supporter	<ol style="list-style-type: none"> 1. Wardani Rahayu, Muhammad Dwirifqi Kharisma Putra, Yuli Rahmawati, Bahrul Hayat, Rekha Bhan Koul. 2021. Artikel Validating an Indonesian Version of the What Is Happening in This Class? (WIHIC) Questionnaire Using a Multidimensional Rasch Model. <i>International Journal of Instruction</i>. April 2021 Vol.14, No.2 2. Wardani Rahayu, Muhammad Dwirifqi Kharisma Putra, Deni Iriyadi, Yuli Rahmawati, Rekha B Koul. 2020. A Rasch and factor analysis of an Indonesian rsion of the Student Perception of Oppportunity Competence Development (SPOCD) questionnaire. <i>Cogent Education Journal</i>. 7:1, 1721633, DOI: 10.1080/2331186X.2020.1721633 3. Wardani Rahayu, Muhammad Dwirifqi Kharisma Putra, Erwin Sulaeman, Rekha B Koul. 2021. Development and validation of Online Classroom Learning 7 Environment Inventory (OCLEI): The case of Indonesia during the COVID-19 pandemic. Springer Netherlands: <i>Journal Learning Environments Research</i>.
MATA COLLEGE TERMS	

DETAILS OF THE ACTIVITY PLAN								
Week To:	Learning Outcomes (Sub-CPMK)	Material (Study Material)	Success Indicators	Forms of Learning; Learning Methods; Assignment;		Time allocation	Source/ Media	Assessment/ Assignment
				Synchronous:	Asynchronous:			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Analyzing the paradigm of Educational methodology	Definition of Research Methodology, Quantative Research Methodology, Quantifiable Research Methodology, Quantitative Research Paradigm.	<ul style="list-style-type: none"> Distinguishing epistemological issues of educational research Identifying assumptions of Postpositivism and post-positivism and Constructivism Analyzing the paradigm and epistemology of educational research 	Virtual stare Via <i>zoom meeting</i> : percentage of studentswa and class discussions about the paradigm of educational methodology	<ul style="list-style-type: none"> Wipingafinger matter MenyusnPPT. 	TM: 1 x 60 BT: 1x 40 BM: 1x 50	<ul style="list-style-type: none"> Books : 1-8 Reading text, Power point, Video. 	Assignment: analyze the paradigm and epistemology of educational research <ul style="list-style-type: none"> Compiling a Research Paradigm PPT Presenting the Research Paradigm at the next meeting
2-3	Analyzing educational experimental research	Research Experiments: Varaibel Research, Conceptual and Operational Definitions of	<ul style="list-style-type: none"> Distinguishing research variables Understand the concept of conceptual 	Virtual stare Via <i>zoom meeting</i> :	<ul style="list-style-type: none"> Studying the material, 	TM: 2 x 60 BT:	<ul style="list-style-type: none"> Books : 1-8 Reading text, Power point, Video. 	Assignment: analyze the paradigm and epistemology of educational research

		Research Variables, Research Design, Internal and External Validation of Experiments	<p>and operational definitions</p> <ul style="list-style-type: none"> Analyzing research designs that are in accordance with research problems Analyze internal and external validation of research according to the problem 	percentage of studentswa and class discussions about experimental research		2 x 40 BM: 2 x 50		<ul style="list-style-type: none"> Compiling a Research Paradigm PPT Mempresntasekan Paradigm Peneliatian Analyze articles from indexed journals
4-5	Analyzing comparative causal, quantitative associative types of research	Noneexperimental Research: Comparative Causal Research Concept, Comparative Causal Research Design, Associative Quantitative Research Concept, Associative Quantitative Research Design	<ul style="list-style-type: none"> Analyzing comparative causal research concepts, associative quantitative Reviewing articles that apply experimental research Reviewing articles that apply non-assessment research (Comparative Causal, Associative Quantitative) 	Virtual stare Via <i>zoom meeting</i> : percentage of studentswa and class discussions on non-ministerial research	<ul style="list-style-type: none"> Studying the Material Composing PPT 	TM: 2 x 60 BT: 2 x 40 BM: 2 x 50	<ul style="list-style-type: none"> Books : 1-8 Reading text, Power point, Video. 	<p>Assignment: Analyzing jeni s-jeni s educational experimental research</p> <ul style="list-style-type: none"> Compiling a Research Paradigm PPT Presenting the Research Paradigm at the next meeting
6	Analyzing qualitative research	Qualitative Research: Qualitative research concepts, Types of qualitative research in education (phenomenology,	Qualitative Research: <ul style="list-style-type: none"> Analyzing the concept of qualitative research Distinguishing types of qualitative research in education 	Virtual stare Via <i>zoom meeting</i> :	<ul style="list-style-type: none"> Studying the Material 	TM: 1 x 60 BT: 1x 40	<ul style="list-style-type: none"> Books : 1-8 Reading text, Power point, Video. 	<p>Assignment: Analyzing jeni s-jeni s educational experimental research</p> <ul style="list-style-type: none"> Compiling a Research Paradigm PPT

		ethnography, grounded theory, and case study). , Data validation	(phenomenology, ethnography, grounded theory case study) <ul style="list-style-type: none"> Describe qualitative research data validation Reviewing articles that apply qualitative research 	percentage of studentswa and class discussions on Qualitative Research		BM: 1x 50		<ul style="list-style-type: none"> Presenting the Research Paradigm at the next meeting
7	Analyzing Program Evaluation Research	Evaluative Research: Evaluative research concepts, Evaluative research models (CIPP, Stake Countenance Models, Kirkpatrick Models), Mixed Method Research	Program Evaluation Research: <ul style="list-style-type: none"> Analyzing evaluative research concepts Distinguish evaluative research models (CIPP, Stake Countenance Model, Kirkpatrick Model) Reviewing articles that apply evaluative research The concept of mixed method research Types of mixed method research Reviewing articles that apply qualitative research • Reviewing 	Virtual stare Via <i>zoom meeting</i> : percentage of studentsw a and class discussions on Program Evaluation Research	<ul style="list-style-type: none"> Studying the Material Composi ng PPT 	TM: 1 x 60 BT: 1x 40 BM: 1x 50	<ul style="list-style-type: none"> Books : 1-8 Reading text, Power point, Video. 	Assignment: Analyzing jeni s-jeni s educational experimental research <ul style="list-style-type: none"> Compiling a Research Paradigm PPT Presenting the Research Paradigm at the next meeting

			Program Evaluation Articles					
	Analyzing action research	Action Research: Action Research Concepts, Action research models, Stages of Action Research, Data Validation on Action Research	Action Research: <ul style="list-style-type: none"> Analyzing the concept of action research Comparing multiple action research models Implementing the stages of action research in accordance with the research problem Describe data validation in action research 	Virtual stare Via <i>zoom meeting</i> : percentage of studentswa and class discussions on Action Research	<ul style="list-style-type: none"> Studying the Material Composing PPT 		<ul style="list-style-type: none"> Books : 1-8 Reading text, Power point, Video.. 	
8	Analyzing Research development	Development research concepts, RnD models	Development Research: <ul style="list-style-type: none"> Explaining the concept of RnD Distinguishing RnD Models Reviewing articles that implement RnD 	Virtual stare Via <i>zoom meeting</i> : percentage of studentswa and class discussions on Research development	<ul style="list-style-type: none"> Studying the Material Composing PPT 	TM: 1 x 60 BT: 1x 40 BM: 1x 50	<ul style="list-style-type: none"> Books : 1-8 Reading text, Power point, Video. 	Assignment: Analyzing jeni s-jeni s educational experimental research <ul style="list-style-type: none"> Compiling a Research Paradigm PPT Presenting the Research Paradigm at the next meeting

	Development of research instruments	Development of non-test instruments, Development of test instruments	<ul style="list-style-type: none"> Developing test instruments Developing non-test instruments Reviewing instrument-building research articles 	Virtual stare Via <i>zoom meeting</i> : percentage of studentswa and class discussions on Instrument developme nt	<ul style="list-style-type: none"> Studying the Material Composi ng PPT 		<ul style="list-style-type: none"> Books : 1-8 Reading text, Power point, Video. 	Assignment: Analyze articles from indexed journals <ul style="list-style-type: none"> Presenting the state of the art and research problems of artike studies
MIDTERM EXAMS								
9	Analyzing sampling techniques, data collection techniques and data analysis techniques	Sampling techniques, Data collection techniques, Data analysis techniques	<ul style="list-style-type: none"> Analyzing sampling techniques Analyzing data collection techniques Analyzing Data Analysis Techniques 	Virtual stare Via <i>zoom meeting</i> : percentage of studentsw a and class discussions on sampling techniques , data	<ul style="list-style-type: none"> Studying the Material Composi ng PPT 	TM: 1 x 60 BT: 1x 40 BM: 1x 50	<ul style="list-style-type: none"> Books : 1-9 Reading text, Power point, Video. 	

				collection and data analysis				
10	Analyzing problems in the field of research in the field of evaluation, measurement, or assessment of education	Articles browsed in scop indexed journals	<ul style="list-style-type: none"> Articles browsed in scop indexed journals 	Virtual stare Via <i>zoom meeting</i> : percentage of studentswa and class discussions about the state of the art research of each student	<ul style="list-style-type: none"> Merevie w artikel 	TM: 1 x 60 BT: 1x 40 BM: 1x 50	<ul style="list-style-type: none"> Books : 1-8 Reading text, Power point, Video. 	Assignment: Analyzing jeni s-jeni s educational experimental research <ul style="list-style-type: none"> Compiling a Research Paradigm PPT Presenting the Research Paradigm at the next meeting
11-15	Drafting a research proposal	Preparation of research proposals	<ul style="list-style-type: none"> Preparation of research drafts 	Virtual stare Via <i>zoom meeting</i> : percentage of studentsw a and class	<ul style="list-style-type: none"> Prepare a research proposal 	TM: 5 x 60 BT: 5 x 40 BM: 5 x 50	<ul style="list-style-type: none"> Books : 1-8 Reading text, Power point, Video. 	Assignment: develop a research plan <ul style="list-style-type: none"> Make a research plan according to the topic of interest.

				discussions about draft proposals			
	Have the ability to communicate ideas, make decisions in the context of completing		<ul style="list-style-type: none"> Have the ability to communicate ideas 	Virtual stare Via <i>zoom meeting</i> : percentage of studentswa and class discussions		<ul style="list-style-type: none"> Books : 1-8 Reading text, Power point, Video. 	
	problems of the development of science		<ul style="list-style-type: none"> Have the ability to make decisions in the context of solving problems in the development of science 	Virtual stare Via <i>zoom meeting</i> : percentage of studentswa and class discussions		<ul style="list-style-type: none"> Books : 1-8 Reading text, Power point, Video. 	
	Have the ability to cooperate, manage, develop with colleagues, colleagues in the institution in		<ul style="list-style-type: none"> Have the ability to cooperate, • Have the ability to manage, develop with colleagues, colleagues 	Virtual stare Via <i>zoom meeting</i> :		<ul style="list-style-type: none"> Books : 1-8 Reading text, Power point, Video. 	

	accordance with professional ethics		in the institution in accordance with ethics	percentage of studentswa and class discussions			
	Skilled in making research planners		<ul style="list-style-type: none"> • Skilled in making research planners 	Virtual stare Via <i>zoom meeting</i> : percentage of studentswa and class discussions		<ul style="list-style-type: none"> • Books : 1-8 • Reading text, • Power point, • Video. 	
	Demonstrate a responsible attitudeb over work independently		<ul style="list-style-type: none"> • Demonstrate an attitude of responsibility for work independently 	Virtual stare Via <i>zoom meeting</i> : percentage of studentswa and class discussions		<ul style="list-style-type: none"> • Books : 1-8 • Reading text, • Power point, • Video. . 	
	Presenting a draft research proposal	Percentage of research proposals	<ul style="list-style-type: none"> • Percentage of research proposal drafts 	Virtual stare Via <i>zoom meeting</i> :		<ul style="list-style-type: none"> • Books : 1-8 • Reading text, • Power point, • Video. 	

				percentage of studentswa and class discussions				
16	END-OF-SEMESTER EXAMS							

ATTACHMENT

- **Task Hints.** If there is an assignment, let alone a task in the form of a project, then it is recommended that there are task instructions so that it is clear to students.

In this lecture, students are required to complete and collect assignments as follows:

1. Create papers and PPT for presentations
2. Report on the results of reviewing research proposals
3. Report on making a research proposal
4. Creating an article ilmiah

Skenario Project-based learning

Project-based learning

- 1) The project's goal is to skill in conducting review literature
 - a) Sub CPMK
Analyze research problems in the field of educational evaluation, measurement, or assessment
 - b) Work Stage:
 - (1) Each student conducts an article study of 20 articles
 - (2) Each group arranges presentation slides and presents at meeting 12
 - (3) The task is carried out starting in week 2 and the assignment submission in the 12th week
 - c) Output tasks generated in the form of softcopy
 - d) Product Assessment: article review, research problem and state of the art research
- 2) The purpose of the Project is to be able to compile a draft research proposal
 - a) Sub CPMK
 - (1) Drafting a research proposal
 - (2) Presenting a draft research proposal
 - b) Work Stage:
 - (1) Each student drafts a proposal consisting of chapter 1, chapter 2 and chapter 3
 - (2) Each group arranges presentation slides and presents them at meet16
 - (3) The task is carried out starting at the 12th week and the assignment submission at the 16th week
 - c) Output tasks generated in the form of softcopy
 - d) Product Assessment: draft proposal

- **Scale/Rubric of task assessment, presentation or attitude**

WEIGHT OF ASSESSMENT

COMPONENT	WEIGHTS (%)
Task-1	10
Task-2	10
Task-3 <i>(project based)</i>	15
Task-4 <i>(project based)</i>	15
UTS	20
UAS	30

GRADUATION KITERIA

MASTERY RATE (%)	LETTER	NUMBER	INFORMATION
86 – 100	A	4	Pass
81 - 85	A-	3,7	Pass
76 - 80	B+	3,3	Pass
71 - 75	B	3,0	Pass
66 - 70	B-	2,7	Haven't Graduated Yet
61 - 65	C+	2,3	Haven't Graduated Yet
56 - 60	C	2,0	Haven't Graduated Yet
51 - 55	C-	1,7	Haven't Graduated Yet
46 – 50	D	1	Haven't Graduated Yet
0 – 45	And	0	Haven't Graduated Yet

CASE ANALYSIS TASKS

CASE:

Conduct analysis and review articles and draft research proposals

INSTRUCTIONS:

Done individually

submitted and presented on the date.....

PROJECT TASK INSTRUCTIONS

TASK INSTRUCTIONS 1

Courses (credits)	Research Methodology (3 credits)
Semester	Odd 202 2-2023 (Aug-December 2022)
Courses	S2 Educational Research and Evaluation
Tasks to:	1
Task name
Purpose of the task	Students have the ability to analyze the paradigm and epistemology of educational research
Job Description	Here is the 1st job description: 1. Compiling a Research Paradigm PPT 2. Presenting the Research Paradigm at the next meeting
Time	The task is made for 2 weeks, and collected at the latest
Technical instructions	1. Tasks are carried out in groups. The maximum number of group members is 2-3 individuals. 2. The manuscript of the learning design is typed on A4 paper, the letters time new roman font 12 spaces 1.15. 3. Tasks are collected in the form of soft files.
Assessment criteria	Use rubric sheets as a tool for assessment. The points obtained depend on the completeness and quality of what is done. The range of values to be obtained is 0 – 100

TASK INSTRUCTIONS 2

Courses (credits)	Research Methodology (3 credits)
Semester	Odd 202 2-2023 (Aug-December 2022)
Courses	S2 Educational Research and Evaluation
Tasks to:	2
Task name
Purpose of the task	Students have the ability to type s-jenis educational experimental research
Job Description	Here is the 2nd job description: 1. Compile PPT jeni s-jeni s educational experimental research 2. Presenting jeni s-jenis educational experimental research at the next meeting
Time	The task is made for 4 weeks, and collected no later than
Technical instructions	1. Tasks are carried out in groups. The maximum number of group members is 2-3 individuals. 2. The manuscript of the learning design is typed on A4 paper, the letters time new roman font 12 spaces 1.15.

	3. Tasks are collected in the form of soft files.
Assessment criteria	Use rubric sheets as a tool for assessment. The points obtained depend on the completeness and quality of what is done. The range of values to be obtained is 0 – 100

TASK INSTRUCTIONS 3

Courses (credits)	Research Methodology (3 credits)
Semester	Odd 2022-2023 (Aug-December 2022)
Courses	S2 Educational Research and Evaluation
Tasks to:	3 (project)
Task name
Purpose of the task	Students have the ability to analyze articles from indexed journals
Job Description	Here is the 3rd job description: 1. Presenting the state of the art and research problems from the study of the article
Time	The task is made for 6 weeks, and collected at the latest
Technical instructions	1. Tasks are carried out individually. 2. The manuscript of the learning design is typed on A4 paper, the letters time new roman font 12 spaces 1.15. 3. Tasks are collected in the form of soft files.
Assessment criteria	Use rubric sheets as a tool for assessment. The points obtained depend on the completeness and quality of what is done. The range of values to be obtained is 0 – 100

TASK INSTRUCTIONS 4

Courses (credits)	Research Methodology (3 credits)
Semester	Odd 2022-2023 (Aug-December 2022)
Courses	S2 Educational Research and Evaluation
Tasks to:	3 (project)
Task name
Purpose of the task	Students have the skills to compile research planning
Job Description	Here is the 4th job description: 1. Develop a research plan according to the topic of interest.
Time	The task is made for 4 weeks, and collected no later than
Technical instructions	4. Tasks are carried out individually. 5. The manuscript of the learning design is typed on A4 paper, the letters time new roman font 12 spaces 1.15. 6. Tasks are collected in the form of soft files.
Assessment criteria	Use rubric sheets as a tool for assessment. The points obtained depend on the completeness and quality of what is done. The range of values to be obtained is 0 – 100

ASSESSMENT SHEET PRESENTATION

Study program : S2 Research and Evaluation of Education
 Course : Research Methodology
 Semester : Odd (1)
 Student name:
 Assignment/product : presentation in a class discussion
 Assessment date :

No	Assessed aspects	Weight (%)	Shoes (1-5)	Value (bobotxskor)
1	Communication skills	15		
2	Mastery of the material	30		
3	Ability to answer questions	20		
4	Media use	20		
5	Attitude/Personality (look/spirit/hospitality/cooperation)	15		
Sum		100		
Average value (end)				

Information:

1= very lacking

2= less

3= enough

4= good

5= excellent

Jakarta.....

Assessment

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ASSESSMENT SHEET WORKS

Study program : S2 Research and Evaluation of Education

Course : Research Methodology

Semester : Odd (1)

Student name:

Tasks/products :

Assessment date :

No	Assessed aspects	Weight (%)	Shoes (1-5)	Value (bobotxskor)
1	Use of references/sources	10		
2	Theory support (relevance of theory)	10		
3	Comprehensive review (various perspectives)	10		
4	Originality of the work	15		
5	Novelty/innovation	20		
6	Practicality (ease of use)	15		
7	Product expediency/effectiveness	20		
Sum		100		
Average value (end)				

Information:

1= very lacking

2= less

3= enough

4= good

5= excellent

Jakarta.....
Assessment

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ASSESSMENT SHEET ATTITUDES/PERSONALITIES

Study program : S2 Research and Evaluation of Education

Course : Research Methodology

Semester : Odd (1)

Student name:

Tasks/products :

Assessment date :

No	Assessed aspects	VALUE (1-5)
1	Notability/participation	
2	Honesty	
3	Discipline	
4	Tanggung jawab	
5	Collaborate	
AVERAGE VALUE		

Information:

1= very lacking

2= less

3= enough

4= good

5= excellent

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Assessment

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