**RENCANA PEMBELAJARAN SEMESTER**

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| Program Studi | : | Penelitian dan Evaluasi Pendidikan (S3) | | | | |
| Nama Mata Kuliah | : | Penulisan Artikel Jurnal | Kode: | PEP9207 | Jumlah: | 2 sks (1 Teori, 1 Praktek) |
| Semester | : | II/Genap | | | | |
| Mata Kuliah Prasyarat  Dosen Pengampu | :  : | Tidak ada  Prof. Dr. Heri Retnawati, M.Pd | | | | |
| Deskripsi Mata Kuliah | : | This course, intended for doctoral students in the Graduate School of Yogyakarta State University, is designed to introduce students to the plural worlds of educational research. Drawing on multiple research traditions, the course examines the major phases of research, including the conception of a research-able project, the design of a study, and how to publish research. Special attention is given to a view of educational research as a social and intellectual process, and the centrality of learning to reason when learning to do research. This course is intended to provide a broad foundation that can help students in publishing their work in domestic and/or international journals. It aims to help students: (1) understand how educational research is situated within a broader intellectual, political, historical, and social context; (2) differentiate among alternative modes of educational research; (3) read, interpret, and reflect critically on research; (4) appreciate the subtlety, artistry, thoughtfulness, and hard work of good research, in its various phases and forms; (5) develop and prepare for their own research publication, including stages that need to be undertook in order to publish. | | | | |
| Capaian Pembelajaran Lulusan | : |  | | | | |
| 1. Sikap | : | S3. Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan  kemajuan peradaban berdasarkan Pancasila;  S9. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri | | | | |
| 1. Pengetahuan | : | P3. Menguasai filosofi penilaian pendidikan dan merancang model penilaian pendidikan sesuai  dengan permasalahan yang dihadapi. | | | | |
| 1. Keterampilan Umum | : | KU 2. Mampu menyusun penelitian interdisiplin, multidisiplin atau transdisiplin, termasuk kajian teoritis dan/atau eksperimen pada bidang keilmuan, teknologi, seni dan inovasi yang dituangkan dalam bentuk disertasi, dan makalah yang telah diterbitkan di jurnal internasional bereputasi;  KU 5. Mampu menyusun argumen dan solusi keilmuan, teknologi atau seni berdasarkan pandangan kritis atas fakta, konsep, prinsip, atau teori yang dapat dipertanggungjawabkan secara ilmiah dan etika akademik, serta mengkomunikasikannya melalui media massa atau langsung kepada masyarakat. | | | | |
| 1. Keterampilan Khusus | : | KK 1. Mengembangkan metodologi penelitian untuk keperluan khusus;  KK 5. Melakukan penilaian, penelitian, dan evaluasi pendidikan; | | | | |

**Capaian Pembelajaran Mata Kuliah:**

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| **CPL** | **KODE** | **RUMUSAN CAPAIAN PEMBELAJARAN MATA KULIAH** |
| S3 | CPMK 1 | Menunjukkan sikap kreatif dalam meneliti untuk memecahkan masalah yang dihadapi masyarakat. |
| S9 | CPMK 2 | Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri |
| P3 | CPMK 3 | Menjelaskan dunia plural penelitian pendidikan, mampu menjelaskan berbagai tradisi penelitian, meliputi fase-fase utama penelitian, termasuk konsepsi proyek yang dapat diteliti, desain penelitian, dan cara mempublikasikan penelitian, mampu mengembangkan latar belakang penelitian untuk artikel yang akan dibuat. dibuat, mampu mengembangkan kisi-kisi instrumen dan instrumen penelitian, |
| KU 2  KU 5 | CPMK 4  CPMK 5 | Mengkomunikasikan hasil artikel penelitian pada jurnal atau media masa lainnya.  Mempublikasikan hasil penelitian pada jurnal internasional bereputasi. |
| KK 1 | CPMK 6 | Mengembangkan langkah-langkah penulisan artikel untuk publikasi. |
| KK 5 | CPMK 7 | Mengembangkan penilaian, penelitian dan evaluasi pendidikan dalam artikel yang akan dipublikasikan. |

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| **TM** | **Capaian Pembelajaran**  **Mata Kuliah** | **Bahasan Kajian/ Pokok Bahasan** | **Bentuk/metode/ Model Pembelajaran** | **Pengalaman belajar** | **Indikator Penilaian** | **Teknik Penilaian** | **Bobot**  **(%)** | **Waktu** | **Referensi** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1-2 | CPMK 1  CPMK 2  CPMK 3  Student know the plural worlds of  educational research. | Introduce students to the plural worlds of educational research. | Inquiry learning | Student and teacher discuss about the plural worlds of educational research. | Student know the plural worlds of  educational research. | Observation of student behavior and activity | 10 | 150’ | 1,2,3,4, 5, 6, 7 |
| 3-5 | CPMK 1  CPMK 2  CPMK 3  Able to explain various research traditions, this course covers the main phases of research, including the conception of researchable projects, research design, and how to publish research. | Drawing on multiple research traditions, the course examines the major phases of research, including the conception of a research-able project, the design of a study, and how to publish research. | Project by learning | Student and teacher discuss on multiple research traditions, the course examines the major phases of research, including the conception of a research-able project, the design of a study, and how to publish research. | Students are able to explain various research traditions, this course covers the main phases of research, including the conception of researchable projects, research design, and how to publish research. | Observation of student behavior and activity | 10 | 150’ | 1,2,3,4, 5, 6, 7, 8, 9, 10 |
| 6-7 | CPMK 1  CPMK 2  CPMK 3  CPMK 5  Developing the research background for which articles will be made. | Research background | *Project by learning* | Students carry out independent practice in developing the research background for which articles will be made. | Able to developing the research background for which articles will be made. | Observation of student behavior and activity | 10 | 150’ | 1,2,3,4, 5, 6, 7, 9, 10, 11 |
| 8-9 | CPMK 1  CPMK 2  CPMK 3  CPMK 6  Students are able to develop a grid of research instruments and instruments. | Research Instruments | Inquiry learning | Students are able to develop a grid of research instruments and instruments. | Able to develop a grid of research instruments and instruments. | Observation of student behavior and activity | 10 | 150’ | 1,2,3,4, 5, 6, 7 |
| 10-11 | CPMK 1  CPMK 2  CPMK 3  CPMK 5  Students are able to analyze research data. | Analyze research data. | Inquiry learning | Students are able to analyze research data. | Able to analyze research data. | Observation of student behavior and activity | 5 | 150’ | 1,2,3,4, 5, 6, 7 |
| 12-13 | CPMK 1  CPMK 2  CPMK 3  CPMK 4  CPMK 5  Students are able to write research articles according to the required journal format. | Writing article | Project by learning | Students are able to write research articles according to the required journal format. | Able to write research articles according to the required journal format. | Observation of student behavior and activity | 5 | 150’ | 1,2,3,4, 5, 6, 7, 12 |
| 14-16 | CPMK 1  CPMK 2  CPMK 3  CPMK 4  CPMK 5  CPMK 6  CPMK 7  Students can submit articles in reputable international journals and report them to lecturers. | Submit article | Project by learning | Students can submit articles in reputable international journals and report them to lecturers. | Able to submit articles in reputable international journals and report them to lecturers. | Observation of student behavior and activity | 5 | 150’ | 1,2,3,4, 5, 6, 7 |

**Penilaian**

1. Penilaian dilakukan untuk mengukur semua capaian pembelajaran, yaitu capaian pembelajaran sikap (CPMK 1, CPMK2), pengetahuan (CPMK 3), dan keterampilan umum (CPMK 4) dan keterampilan khusus (CPMK 5, CPMK 6).
2. Penilaian sikap dilaksanakan pada setiap pertemuan dengan menggunakan teknik observasi dan/atau penilaian diri dengan menggunakan asumsi bahwa pada dasarnya setiap mahasiswa memiliki sikap yang baik. Mahasiswa tersebut diberi nilai sikap yang sangat baik atau kurang baik apabila menunjukkan secara nyata sikap sangat baik maupun kurang baik dibandingkan sikap mahasiswa pada umumnya. Hasil penilaian sikap tidak menjadi komponen nilai akhir mahasiswa, melainkan sebagai salah satu syarat kelulusan. Mahasiswa akan lulus dari mata kuliah ini apabila minimal memiliki sikap yang baik
3. Nilai akhir mencakup hasil penilaian pengetahuan, keterampilan umum, dan keterampilan khusus yang diperoleh dari penugasan individu, penugasan kelompok, presentasi, kuis, Ujian Sisipan, dan Ujian Akhir Semester dengan pedoman sebagai berikut.

**Penilaian:**

**Penilaian Teori**

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| **No** | **CPMK** | **Objek Penilaian** | **Teknik Penilaian** | **Bobot (%)** |
| 1 | CPMK 1, CPMK 2,  CPMK 3 | Kehadiran, integritas, disiplin dan Partisipasi Kuliah | Observasi | 5% |
| 2 | Diskusi dan Presentasi | 15% |
| 3 | CPMK 4, CPMK 5, CPMK 6, CPMK 7 | Tugas-tugas | Tertulis | 25% |
| 4 | Ujian Tengah Semester | 25% |
| 5 | Ujian Akhir Semester | 30% |
|  |  | **Jumlah** |  | 100 |

**Penilaian:**

**Penilaian Teori**

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| **No** | **Komponen Evaluasi CPMK** | **Bobot (%)** |
| 1 | Kehadiran dan Partisipasi Kuliah | 5% |
| 2 | Diskusi dan Presentasi | 15% |
| 3 | Tugas-tugas | 25% |
| 4 | Ujian Tengah Semester | 25% |
| 5 | Ujian Akhir Semester | 30% |
| **Jumlah** | | 100 |

**Daftar Literatur/Referensi**

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5. Retnawati. Pelatihan Publikasi Karya Ilmiah bagi Guru-guru dan Mahasiswa Se D.I. Yogyakarta (PkM). Yogyakarta: Tidak Diterbitkan.

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| Mengetahui,  Koordinator Program Doktor PEP,    Prof. Dr. Badrun Kartowagiran, M.Pd  NIP. 19530725 197811 1 001 | Yogyakarta, 28 Januari 2021  Dosen,    Prof. Dr. Heri Retnawati, M.Pd  NIP. 19730103 200003 2 001 |