

Development of Research Instrument

| | |
|---|--|
| Module designation | Development of Research Instrument |
| Semester(s) in which the module is taught | III (odd semester) |
| Person responsible for the module | 1. Dr. Pinta Deniyanti Sampoerno, M.Si. 2. Dr. Flavia Aurelia Hidajat, M.Pd |
| Language | Indonesian Language |
| Relation to curriculum | Elective |
| Teaching methods | Teaching methods used in this course are: - Lecture (i.e., active learning, group discussion, and presentation) - Structured assignments (i.e., essays and project-based report) - Project-based Learning |
| Workload (incl. contact hours, self-study hours) | For this course, students required to meet a minimum of 154,66 hours in one semester, which consist of 26,66 hours for lecture 64 hours for structured assignments 64 hours for private study |
| Credit points | 5,2 ECTS |
| Required and recommended prerequisites for joining the module | Educational Research Methodology |
| Module objectives/intended learning outcomes | CLO 1: Students can understand the concept of research instruments. CLO 2: Students can implement how to develop instruments in various research method approaches. CLO 3: Students can develop instruments individually according to the research focus |
| Content | Students will learn about: Steps and procedures for making research instruments, both for quantitative research and qualitative research; namely classroom action research (CAR), development research (RnD), and design research (DR). |
| Examination forms | Assessment of the learning process according to the following components: active learning 10%, group assignments (project-based reports and presentations) 30%, mid-test 20%, final test 40%. |
| Study and examination requirements | Study and examination requirements: <ul style="list-style-type: none"> • Students must attend 15 minutes before the class starts. • Students must switch off all electronic devices. • Students must inform the lecturer if they will not attend the class due to sickness, etc. • Students must submit all classwork before the final test time. • Students must have presented their material before the final test time. • Students must take an essay exam to get a mid-test score. Form of examination: Forms of examination: project and presentation |
| Reading list | 1. Coats, M. (2005). Action Research A Guide for Associate Lecturers. www.open.ac.uk/cobe |

| | |
|--|---|
| | <ol style="list-style-type: none"> 2. Creswell, John W. 2012. Educational Research, Planning, Conducting and Evaluating Quantitative and Qualitative Research. Fourth Edition. 3. Gall, Meredith. P., Joyce, P. & Borg, Walter R. 2007. Educational Research: An Introduction. 4. Hurley, W. L., Denegar, C. R., & Hertel, J. (2011). Research Methods: A Framework for Evidence-Based Clinical Practice. 5. Johnson, R. B., & Christensen, L. (2020). Educational Research: Quantitative, Qualitative, and Mixed Approaches Seventh Edition. 6. Willis, Jerry W. 2007. Foundations of Qualitative Research: Interpretive and Critical Approaches. 7. Metode Penelitian Pendidikan [<i>Educational Research Methods</i>], Nana Syaodih 8. Metodologi Penelitian Kualitatif [<i>Qualitative Research Methodology</i>], Lexy J. Moleong 9. Pengembangan Instrumen Penelitian [<i>Development of Research Instruments</i>], Hamzah Uno 10. Plomp, Tj. (Tjeerd), & Nieveen, N. M. (2010). An Introduction to Educational Design Research. SLO. 11. Reliabilitas dan Validitas [<i>Reliability and Validity</i>], Saifudin Azwar |
|--|---|