

**SEMESTER LEARNING PLAN (SLP)**


**EXPERIMENTAL DESIGN OF ECONOMIC EDUCATION**



**Lecturer:**

<b>Prof. Dr. Disman, MS.</b>	<b>(0635)</b>
<b>Prof. Dr. Dadang Dahlan, M.Pd.</b>	<b>(2024)</b>
<b>Dr. Kusnendi, MS.</b>	<b>(0815)</b>
<b>Leni Permana, S.Pd., M.Pd.</b>	<b>(2296)</b>

**ECONOMIC EDUCATION STUDY PROGRAM  
FACULTY OF ECONOMICS AND BUSINESS EDUCATION  
UNIVERSITAS PENDIDIKAN INDONESIA  
2020**

	<b>SEMESTER LEARNING PLAN</b>	Doc. No :
	<b>EXPERIMENTAL DESIGN OF ECONOMIC EDUCATION</b>	Revision :
		Date :
		Page :
Written by:	Checked by:	Approved by:
<b>Prof. Dr. Disman, MS. NIP. 195902091984121001</b>	<b>Prof. Dr. Dadang Dahlan, M.Pd. NIP. 195712051982031002</b>	<b>Dr. Neti Budiwati, M.Si. NIP. 196302211987032001</b>
Lecturer	Reviewer	Head of Study Program
<b>SEMESTER LEARNING PLAN</b>		
<b>1. Course Identity</b>		
Study Program	: Economic Education	
Course	: Experimental Design of Economic Education	
Course Code	: PE 418	
Course Group	: Study Program-Based Core Professional Courses	
Course Credit	: 2	
Program Degree	: Undergraduate	
Semester	: 5	
Prerequisite	: Descriptive Statistics, Research Methods in Economic Education, Curriculum Analysis, Assessment in Economic	
Course Status (Compulsory/ Elective)	: Compulsory	
Lecturer Name and Code	: Prof. Dr. Disman, MS. (0635) Prof. Dr. Dadang Dahlan, M.Pd. (2024) Dr. Kusnendi, MS. (0815) Leni Permana, S.Pd.,M.Pd. (2296)	

## **2. Course Description**

The Experimental Design of Economic Education is a compulsory subject for undergraduate students of Economic Education. This course equips students with the basic concepts of pre-experimental research, true experiment, and quasi experiment to be applied in economic education research. After taking this course, students are expected to have both conceptual and practical skills to conduct experimental research. The learning process is carried out through face-to-face, responses, and assignments. The assessment covers the process carried out at the time of learning. They are written test in the middle of the semester; and pevaluation of experimental research proposals at the end of the semester. The final grade for this course uses the Benchmark Reference Assessment.

## **3. Referred Study Program Learning Achievement**

- S1 Exhibit scientific, educative, and religious attitude and behaviour, which contributes to the improvement of social, national, and state lives founded on academical norms and ethics.
- P4 Command the research methods to implement research in economic education.
- KU2 Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of expertise in economics education.
- KK3 Able to design and implement research to produce alternative solutions to problems in economic education and publish the results.

## **4. Course Learning Achievement**

- S1.1 Internalize scientific, educative, and religious attitudes and behavior, which contributes to the improvement of social, national and state lives founded on academical norms and ethics in studying of experimental design of economic education.
- P4.1 Command knowledge, understanding and ability to conduct experimental research.
- P4.2 Command testing hypotheses, analyze and interpret data.
- P4.3 Able to make research reports and publish.
- KU2.1 Able to apply logical, critical, systematic, and innovative thinking in developing experimental design that pays attention to and applies humanities values in accordance with the field of expertise in economics education.
- KK3.1 Able to designing research models, implementing, making research reports in economic education, and publishing the experimental results.

## 5. Learning Plan Description

Week	Course Learning Achievement	Learning Materials	Teaching/Learning Activities	Duration	Assessment	Reference
1	S1.1; KU2.1 Study orientation	1. Course descriptions 2. Semester Learning Plan 3. Rules of study 4. Ethics of study	Synchronous Students and lecturers are going to explore course descriptions, semester learning plan, rules and ethics of study, by online/offline learning.	2 x 50 minutes	-	-
2	P4.1	The concepts of science, methods and research.	Synchronous Through the zoom link, lecturer explained about the concept of science, methods and research.  Asynchronous Self study through Modules or PPT stored in spot.upi.edu or spada.upi.edu or WA group.	2 x 50 minutes	Individual Assignment: Student worksheets for Assignment 1 and submitted at spot.upi.edu or google.classroom	1, 2, 3
3	P4.1	The concepts of experimental research design.	Synchronous Through the zoom link, lecturers explain and discuss the concepts of experimental research design.  Asynchronous Self study through referenced modules or references.	2 x 50 minutes	Individual Assignment: Student worksheets for Assignment 2 and submitted at spot.upi.edu or google.classroom	1, 2, 3
4	P4.1	True experiment and quasy experiment	Synchronous Through the zoom link, lecturers explain and discuss	2 x 50 minutes	Individual Assignment: Student worksheets for Assignment 3 and	1, 2, 3

Week	Course Learning Achievement	Learning Materials	Teaching/Learning Activities	Duration	Assessment	Reference
			<p>about true experiment and quasy experiment.</p> <p>Asynchronous Self study through referenced modules or references.</p>		submitted at spot.upi.edu or google.classroom	
5	P4.2 ; P4.3	Factorial design	<p>Synchronous Through the zoom link, lecturer explains and trains students about factorial experimental design analysis.</p> <p>Asynchronous Self study through referenced modules or references.</p>	2 x 50 minutes	Individual Assignment: Student worksheets for Assignment 4 and submitted at spot.upi.edu or google.classroom	1, 2, 3
6	P4.2 ; P4.3	Completely randomized design with two treatments	<p>Synchronous Through the zoom link, students present and discuss in groups to study the completely randomized design with two treatments.</p> <p>Asynchronous Self study through referenced modules or references.</p>	2 x 50 minutes	Individual Assignment: Student worksheets for Assignment 5 and submitted at spot.upi.edu or google.classroom	1, 2, 3
7	P4.2 ; P4.3	Completely randomized design with more than two treatments	<p>Synchronous Through the zoom link, students present and discuss in groups to study the completely randomized design with more than two treatments.</p>	2 x 50 minutes	Individual Assignment: Student worksheets for Assignment 6 and submitted at spot.upi.edu or google.classroom	1, 2, 3

Week	Course Learning Achievement	Learning Materials	Teaching/Learning Activities	Duration	Assessment	Reference
			Asynchronous Self study through referenced modules or references.			
8	<b>MIDTERM EXAMS</b>					
9	P4.2 ; P4.3	Randomized block design	Synchronous Through the zoom link, students present and discuss in groups to study the randomized block design.  Asynchronous Self study through referenced modules or references.	2 x 50 minutes	Individual Assignment: Student worksheets for Assignment 7 and submitted at spot.upi.edu or google.classroom	1, 2, 3
10	P4.2 ; P4.3	Randomized latin square design	Synchronous Through the zoom link, students present and discuss in groups to study the randomized latin square design.  Asynchronous Self study through referenced modules or references.	2 x 50 minutes	Individual Assignment: Student worksheets for Assignment 8 and submitted at spot.upi.edu or google.classroom	2, 3
11	P4.2 ; P4.3	Factorial design with two independent variables (two ways anova)	Synchronous Through the zoom link, students present and discuss in groups to study the factorial design with two independent variables (two ways anova).	2 x 50 minutes	Individual Assignment: Student worksheets for Assignment 9 and submitted at spot.upi.edu or google.classroom	2, 3

Week	Course Learning Achievement	Learning Materials	Teaching/Learning Activities	Duration	Assessment	Reference
			Asynchronous Self study through referenced modules or references.			
12	P4.2 ; P4.3	Factorial design with three independent variables (three ways anova)	Synchronous Through the zoom link, students present and discuss in groups to study the factorial design with three independent variables (three ways anova).  Asynchronous Self study through referenced modules or references.	2 x 50 minutes	Individual Assignment: Student worksheets for Assignment 10 and submitted at spot.upi.edu or google.classroom	2, 3
13	P4.2 ; P4.3	Anova design with non-random effects hierarchical design (Anova design with nested effects)	Synchronous Through the zoom link, students present and discuss in groups to study the anova design with non-random effects hierarchical design (anova design with nested effects)  Asynchronous Self study through referenced modules or references.	2 x 50 minutes	Individual Assignment: Student worksheets for Assignment 11 and submitted at spot.upi.edu or google.classroom	2, 3
14	P4.2 ; P4.3	Experimental design with covariate analysis of covariance (Ancova)	Synchronous Through the zoom link, students present and discuss in groups to study the experimental design with covariate analysis of covariance (Ancova)	2 x 50 minutes	Individual Assignment: Student worksheets for Assignment 12 and submitted at spot.upi.edu or google.classroom	2, 3

Week	Course Learning Achievement	Learning Materials	Teaching/Learning Activities	Duration	Assessment	Reference
			Asynchronous Self study through referenced modules or references.			
15	P4.2 ; P4.3	Unbalance anova design	Synchronous Through the zoom link, students present and discuss in groups to study the unbalance anova design.  Asynchronous Self study through referenced modules or references.	2 x 50 minutes	Individual Assignment: Student worksheets for Assignment 13 and submitted at spot.upi.edu or google.classroom	2, 3
16	<b>FINAL EXAMS</b>					

## 6. Daftar Rujukan

1. Uma Sekaran. 2016. Research Methods for Business. Seventh Edition. New York: John Wiley & Son Inc.
2. Iman Ghozali. 2008. Desain Penelitian Eksperimental. Teori Konsep dan Analisis Data dengan SPSS16. Semarang: Badan Penerbit Universitas Diponegoro.
3. Douglas C. Montgomery. 2017. Design and Analysis of Experiments. Ninth Edition. John Wiley & Sons, Inc.
4. Louis Cohen, et al. 2018. Research Methods in Education. Eighth Edition. New York: Routledge
5. Jack R. Fraenkel, et al. 2012. How to Design and Evaluate Research in Education. Eighth Edition. New York: McGraw-Hill
6. L. R. Gay, et al. 2006. Educational Research. Competencies for Analysis and Applications. Eighth Edition. New Jersey: Pearson Prentice Hall
7. Meredith D. Gall, et al. 2003. Educational Research. An Introduction. Seventh Edition. New York: Pearson Eductaion, Inc.



8. John W. Creswell. 2015. Educational research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Fifth Edition. New York: Pearson Eductaion, Inc.
9. Donna M. Mertens. 2015. Research and Evaluation in Education and Psychology. Los Angeles: Sage Publications, Inc.