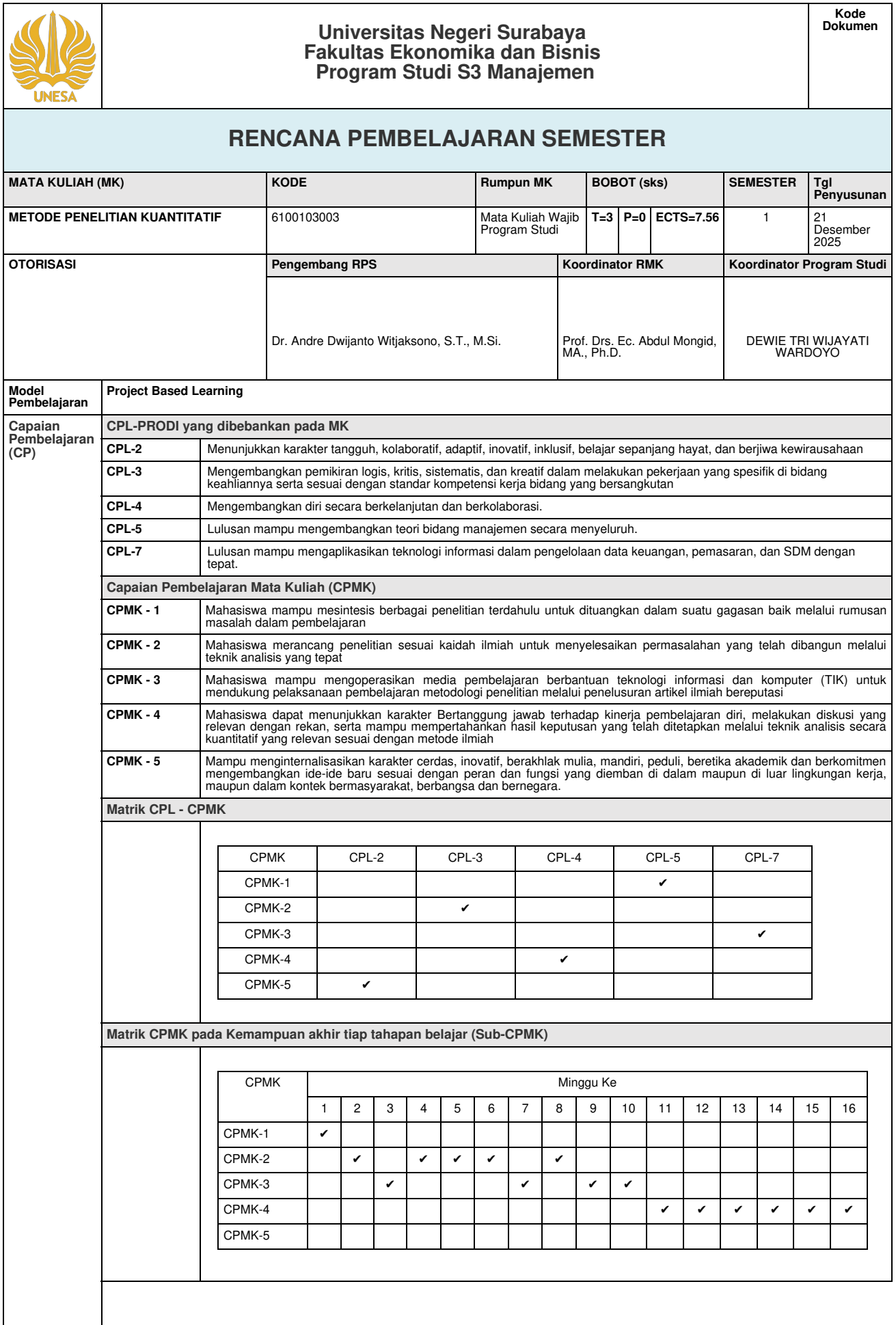




|                      |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                               |                                                                                  |                  |                                                                                                                                                                            |                     |
|----------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Deskripsi Singkat MK |                                                                                                                       | DESKRIPSI MATA KULIAH Matakuliah ini memberikan materi Logika dan Metode Sains dengan pendekatan kuantitatif Mata kuliah ini bertujuan untuk memberi pengetahuan dan keahlian mahasiswa mendesain dan melakukan penelitian di bidang manajemen dengan menggunakan kaidah penelitian ilmiah yang benar. Bahasan matakuliah ini adalah tahapan riset kuantitatif, metode-metode pengumpulan data, metode validasi instrumen pengukuran, berbagai metode analisis data secara kuantitatif hingga proses pelaporan |                                                                                                                                               |                                                                                  |                  |                                                                                                                                                                            |                     |
| Pustaka              |                                                                                                                       | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                               |                                                                                  |                  |                                                                                                                                                                            |                     |
|                      |                                                                                                                       | 1. Clark-Carter, D. (2018). Quantitative psychological research: The complete students companion. Routledge.<br>2. Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). Business research methods. Cengage learning.<br>3. Journals                                                                                                                                                                                                                                                                |                                                                                                                                               |                                                                                  |                  |                                                                                                                                                                            |                     |
|                      |                                                                                                                       | Pendukung :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                               |                                                                                  |                  |                                                                                                                                                                            |                     |
|                      |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                               |                                                                                  |                  |                                                                                                                                                                            |                     |
| Dosen Pengampu       |                                                                                                                       | Prof. Drs. Ec. Abdul Mongid, M.A., Ph.D.<br>Prof. Dr. Pujiono, SE., Ak., M.Si.<br>Prof. Dr. Anang Kistiyanto, S.Sos., M.Si.<br>Dr. Andre Dwijanto Witjaksono, S.T., M.Si.<br>Dr. Ulil Hartono, S.E., M.Si.                                                                                                                                                                                                                                                                                                     |                                                                                                                                               |                                                                                  |                  |                                                                                                                                                                            |                     |
| Mg Ke                | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                       | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                               | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                  | Materi Pembelajaran [ Pustaka ]                                                                                                                                            | Bobot Penilaian (%) |
|                      |                                                                                                                       | Indikator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Kriteria & Bentuk                                                                                                                             | Luring (offline)                                                                 | Daring (online)  |                                                                                                                                                                            |                     |
| (1)                  | (2)                                                                                                                   | (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | (4)                                                                                                                                           | (5)                                                                              | (6)              | (7)                                                                                                                                                                        | (8)                 |
| 1                    | Students are able to analyze the position of research in the development of science                                   | 1.Able to analyze differences in scientific and non-scientific truths<br>2.Able to examine the position of research in the development of science<br>3.Able to examine the elements in the definition of research                                                                                                                                                                                                                                                                                              | <b>Kriteria:</b><br>Holistic rubric Non-test form: Summarize the lecture material<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif  |                                                                                  | Daring<br>3 x 50 | <b>Materi:</b><br>Presentasi<br><b>Pustaka:</b><br>Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). Business research methods. Cengage learning.           | 2%                  |
| 2                    | Students are able to analyze the characteristics of research according to the type of research                        | 1.Able to analyze the differences between quantitative and qualitative research according to their basic axioms, processes, and characteristics<br>2.Able to examine the competencies needed to conduct quantitative and qualitative research                                                                                                                                                                                                                                                                  | <b>Kriteria:</b><br>Non-test form: Summarize the lecture material<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif                  |                                                                                  | Daring<br>3 x 50 | <b>Materi:</b><br>metode penelitian<br><b>Pustaka:</b><br>Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). Business research methods. Cengage learning.    | 2%                  |
| 3                    | Students are able to formulate research problems based on gaps in phenomena/facts and theories                        | 1.Able to explain research problems<br>2.Able to analyze research problems<br>3.Able to relate theory to the discovery of research problems<br>4.Able to assess the eligibility criteria for research problems                                                                                                                                                                                                                                                                                                 | <b>Kriteria:</b><br>Non-test form: Summarize the lecture material<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif                  |                                                                                  | Daring<br>3 x 50 | <b>Materi:</b><br>Menggunakan data numerik<br><b>Pustaka:</b><br>Clark-Carter, D. (2018). Quantitative psychological research: The complete students companion. Routledge. | 2%                  |
| 4                    | Students are able to make research hypotheses according to the theoretical framework, variables and conceptual models | 1.Able to compare concepts, constructs, and variables<br>2.Able to compare the types of variables<br>3.Able to compile literature studies to develop a conceptual framework<br>4.Able to formulate research hypotheses<br>5.Able to formulate statistical hypotheses                                                                                                                                                                                                                                           | <b>Kriteria:</b><br>Holistic rubric; Non-test form: Summarize the lecture material<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif |                                                                                  | Daring<br>3 x 50 | <b>Materi:</b><br>Bersifat objektif dan terukur<br><b>Pustaka:</b><br>-----<br><b>Materi:</b><br>Menguji hipotesis<br><b>Pustaka:</b>                                      | 2%                  |

|   |                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                          |  |                  |                                                                                                                                                                                                                                                                                                                                                                        |     |
|---|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 5 | Students are able to evaluate sampling techniques that are appropriate to problems, variables and populations | <ol style="list-style-type: none"> <li>1. Able to explain the conceptual sample (population, target population, elements, sample units, and sample frames)</li> <li>2. Able to compare species in non-probability sampling</li> <li>3. Able to compare species in non-probability sampling</li> <li>4. Able to assess sample quality criteria</li> </ol>                                                                                                                                                                                                                                                                                                                                                     | <b>Kriteria:</b><br>Holistic rubric Non-test form:<br>Summarize the lecture material<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif          |  | Daring<br>3 x 50 | <b>Materi:</b><br>Menguji hipotesis<br><b>Pustaka:</b><br>Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). <i>Business research methods</i> . Cengage learning.                                                                                                                                                                                        | 2%  |
| 6 | Students are able to evaluate sampling techniques that are appropriate to problems, variables and populations | <ol style="list-style-type: none"> <li>1. Able to explain the conceptual sample (population, target population, elements, sample units, and sample frames)</li> <li>2. Able to compare species in non-probability sampling</li> <li>3. Able to compare species in non-probability sampling</li> <li>4. Able to assess sample quality criteria</li> </ol>                                                                                                                                                                                                                                                                                                                                                     | <b>Kriteria:</b><br>Holistic rubric Non-test form:<br>Summarize the lecture material<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif          |  | Daring<br>3 x 50 | <b>Materi:</b><br>Menguji hipotesis<br><b>Pustaka:</b><br>Clark-Carter, D. (2018). <i>Quantitative psychological research: The complete students companion</i> . Routledge.<br><br><b>Materi:</b><br>Analisis dengan statistik<br><b>Pustaka:</b><br>Clark-Carter, D. (2018). <i>Quantitative psychological research: The complete students companion</i> . Routledge. | 2%  |
| 7 | Students are able to evaluate data collection                                                                 | <ol style="list-style-type: none"> <li>1. Able to choose the type of data collection technique</li> <li>2. Able to compile observation guidelines</li> <li>3. Able to prepare interview guidelines</li> <li>4. Able to compile documentation guidelines</li> <li>5. Able to compile questionnaires</li> <li>6. Able to detect the type of data/number level from the measurement results</li> <li>7. Able to apply psychological scale measurement techniques in the questionnaire instrument</li> <li>8. Able to measure the validity of research instruments</li> <li>9. Able to measure the reliability of research instruments</li> <li>10. Able to examine the sources of measurement errors</li> </ol> | <b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif                                                                                                      |  | Daring<br>3 x 50 | <b>Materi:</b><br>Analisis dengan statistik<br><b>Pustaka:</b><br>Clark-Carter, D. (2018). <i>Quantitative psychological research: The complete students companion</i> . Routledge.                                                                                                                                                                                    | 3%  |
| 8 | UTS                                                                                                           | Able to present methodology design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Kriteria:</b><br>Summarize and present about data collection technique<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk |  | Daring<br>3 x 50 | <b>Materi:</b> UTS<br><b>Pustaka:</b><br>Clark-Carter, D. (2018). <i>Quantitative psychological research: The complete students companion</i> . Routledge.                                                                                                                                                                                                             | 25% |

|    |                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                      |  |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |
|----|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 9  | Students are able to evaluate data analysis techniques                                   | <ol style="list-style-type: none"> <li>1. Able to compare various uses of data analysis techniques (descriptive statistics, validity and reliability tests, factor analysis, chi-square test, Spearman correlation, t-bea test, regression analysis, ANOVA, path analysis, structural equation models)</li> <li>2. Able to choose the appropriate statistical technique</li> <li>3. Able to show the data to be analyzed</li> <li>4. Able to apply statistical software to process data</li> <li>5. Able to interpret SPSS software output for descriptive, comparative, and associative statistical techniques</li> </ol> | <b>Kriteria:</b><br>Holistic rubric Non-test form: Summarize the lecture material<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                                                                                         |  | Daring<br>3 x 50 | <b>Materi:</b><br>Analisis dengan statistik<br><b>Pustaka:</b><br><i>Zikmund, W. G., Babin, B. J., Carr, J. C., &amp; Griffin, M. (2013). Business research methods. Cengage learning.</i><br><br><b>Materi:</b><br>Generalisasi hasi<br><b>Pustaka:</b>                                                                                                                                                                                 | 2% |
| 10 | Students are able to evaluate data analysis techniques                                   | <ol style="list-style-type: none"> <li>1. Able to compare various uses of data analysis techniques (descriptive statistics, validity and reliability tests, factor analysis, chi-square test, Spearman correlation, t-bea test, regression analysis, ANOVA, path analysis, structural equation models)</li> <li>2. Able to choose the appropriate statistical technique</li> <li>3. Able to show the data to be analyzed</li> <li>4. Able to apply statistical software to process data</li> <li>5. Able to interpret SPSS software output for descriptive, comparative, and associative statistical techniques</li> </ol> | <b>Kriteria:</b><br>Holistic rubric Non-test form: Summarize the lecture material<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                                                                                         |  | Daring<br>3 x 50 | <b>Materi:</b><br>Generalisasi hasi<br><b>Pustaka:</b><br><i>Zikmund, W. G., Babin, B. J., Carr, J. C., &amp; Griffin, M. (2013). Business research methods. Cengage learning.</i><br><br><b>Materi:</b><br>Pengambilan Sampel<br><b>Pustaka:</b>                                                                                                                                                                                        | 3% |
| 11 | Students are able to analyze validity and reliability test of quantitative research data | Able to analyze the validity and reliability test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Kriteria:</b><br><ol style="list-style-type: none"> <li>1. Holistic rubric</li> <li>2. Non-test form: Summerize about case study and Looking for journal about case study research</li> </ol> <b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif |  | Daring<br>3 x 50 | <b>Materi:</b><br>Pengambilan Sampel<br><b>Pustaka:</b><br><i>Zikmund, W. G., Babin, B. J., Carr, J. C., &amp; Griffin, M. (2013). Business research methods. Cengage learning.</i><br><br><b>Materi:</b><br>Pengumpulan Data<br><b>Pustaka:</b><br><i>Clark-Carter, D. (2018). Quantitative psychological research: The complete students companion. Routledge.</i><br><br><b>Materi:</b><br>Analisis Data Statistik<br><b>Pustaka:</b> | 3% |

|    |                                                                                                        |                                                                                                      |                                                                                                                                                                                                     |  |                  |                                                                                                                                                                                                                              |     |
|----|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 12 | Students are able to analyze validity and reliability test of quantitative research data               | Able to analyze the validity and reliability test                                                    | <b>Kriteria:</b><br>1.Holistic rubric<br>2.Non-test form:<br>Sumerize about case study and Looking for journal about case study research<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif |  | Daring<br>3 x 50 | <b>Materi:</b><br>Analisis Data Statistik<br><b>Pustaka:</b><br>Clark-Carter, D. (2018). <i>Quantitative psychological research: The complete students companion.</i> Routledge.                                             | 3%  |
| 13 | Students are able to conduct research discussions and analyze through the data obtained                | Able to conduct research discussions and analyze through the data obtained                           | <b>Kriteria:</b><br>1.Holistic rubric<br>2.Non-test form:<br>Summarize the lecture material<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                              |  | Daring<br>3 x 50 | <b>Materi:</b><br>Analisis Data Statistik<br><b>Pustaka:</b><br>Clark-Carter, D. (2018). <i>Quantitative psychological research: The complete students companion.</i> Routledge.                                             | 3%  |
| 14 | Students are able to conduct research discussions and analyze through the data obtained                | Able to conduct research discussions and analyze through the data obtained                           | <b>Kriteria:</b><br>Holistic rubric<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                                                                                      |  | Daring<br>3 x 50 | <b>Materi:</b><br>Penentuan Variabel (Independen & Dependen)<br><b>Pustaka:</b><br>Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). <i>Business research methods.</i> Cengage learning.                      | 3%  |
| 15 | Students are able to conclude based on discussions and provide suggestions/recommendation for research | 1.Able to conclude based on discussions<br>2.Able to provide suggestions/recommendation for research | <b>Kriteria:</b><br>Holistic rubric Non-test form:<br>Summarize the lecture material<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif                                                     |  | Daring<br>3 x 50 | <b>Materi:</b><br>Penyusunan Instrumen Penelitian (kuesioner, skala Likert, dll.)<br><b>Pustaka:</b><br>Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). <i>Business research methods.</i> Cengage learning. | 3%  |
| 16 | UAS                                                                                                    | Able to finishing and present the research design project                                            | <b>Kriteria:</b><br>Present the conclusion of the research and recommendation<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                                        |  | Daring<br>3 x 50 | <b>Materi:</b> UAS<br><b>Pustaka:</b><br>Clark-Carter, D. (2018). <i>Quantitative psychological research: The complete students companion.</i> Routledge.                                                                    | 40% |

**Rekap Persentase Evaluasi : Project Based Learning**

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipasif                     | 35%        |
| 2. | Penilaian Hasil Project / Penilaian Produk | 65%        |
|    |                                            | 100%       |

#### Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 15 Mei 2025

Koordinator Program Studi S3  
Manajemen



DEWIE TRI WIJAYATI  
WARDOYO  
NIDN 0029016005

UPM Program Studi S3  
Manajemen



NIDN 0014019504

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