



**Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Method. Qualitative Research	7320103026		T=3 P=0 ECTS=4.77	5	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																	
	Yohana Wuri Satwika, S.Psi., M.Psi.																																	
Learning model	Project Based Learning																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
Short Course Description	This course discusses understanding, paradigms, methods, data collection techniques, and analysis techniques in qualitative research. This course also discusses how to formulate problems in qualitative research, and provides experience in carrying out qualitative research procedures from preparing proposals, carrying out field data collection, analyzing data, to writing research reports. Lectures are carried out using a direct learning system, simulations, data collection practices, data analysis, and compiling qualitative research reports.																																				
	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td><td style="width: 5%;">2</td><td style="width: 5%;">3</td><td style="width: 5%;">4</td><td style="width: 5%;">5</td><td style="width: 5%;">6</td><td style="width: 5%;">7</td><td style="width: 5%;">8</td><td style="width: 5%;">9</td><td style="width: 5%;">10</td><td style="width: 5%;">11</td><td style="width: 5%;">12</td><td style="width: 5%;">13</td><td style="width: 5%;">14</td><td style="width: 5%;">15</td><td style="width: 5%;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main : <ol style="list-style-type: none"> 1. Herdiansyah, Haris. 2015. Metodologi Penelitian Kualitatif untuk Ilmu Psikologi. Jakarta: Salemba Humanika . 2. Poerwandari, Kristi, E. 2005. Pendekatan Kualitatif untuk Penelitian Perilaku Manusia (ed 3). Jakarta: LPSP3 dan Universitas Indonesia Press. . 3. Smith, J.A., et. al. 2009. Psikologi Kualitatif: Panduan Praktis Metode Riset (edisi terjemahan). Yogyakarta : Pustaka Pelajar. . 4. Denzin, N.K and Y.S Lincoln. 2009. Handbook of Qualitative Research , terjemahan. Yogyakarta: Pustaka Pelajar. . 5. Willig, Carla. 2008 . Introducing Qualitative research In psychology: Adventures in theory And method. Berkshire :McGraw Hill & Open University Press. Supporters:																																				
Supporting lecturer	Muhammad Syafiq, S.Psi., M.Sc.																																				
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																														
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																														

1	Understand paradigms in social science research. Understand the characteristics of qualitative research that differentiate it from quantitative research.	1. Can explain paradigms in social science research. 2. Can explain the traces and characteristics of qualitative research that differentiate it from quantitative research in psychology.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Contextual instruction 3 X 50 group discussion			0%
2	Understand paradigms in social science research. Understand the characteristics of qualitative research that differentiate it from quantitative research.			3 X 50			0%
3	Understand how to identify and formulate problems in qualitative research	Can explain and apply how to identify and formulate problems in qualitative research	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Group discussion, Practice 3 X 50			0%
4	Understand data collection techniques in qualitative research	Can explain and implement qualitative data collection techniques.	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done sufficiently, Score 1 if not done.	3 X 50 Simulation group discussion			0%
5	Understand data collection techniques in qualitative research	Can explain and implement qualitative data collection techniques.	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done sufficiently, Score 1 if not done.	3 X 50 Simulation group discussion			0%
6	Understand data collection techniques in qualitative research	Can explain and implement qualitative data collection techniques.	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done sufficiently, Score 1 if not done.	3 X 50 Simulation group discussion			0%
7	U.S.S			3 X 50			0%
8	Understand and master the main methods in qualitative research, several variants, and the differences between each approach	Can explain and use various types of methods in qualitative research and understand the concepts and procedures		3 X 50			0%
9	Understand and be able to use the main methods in qualitative research, several variants, and the differences between each approach	Can explain and use various types of methods in qualitative research and understand the concepts and procedures		3 X 50			0%
10	Understand and master the main methods in qualitative research, several variants, and the differences between each approach	Can explain and use various types of methods in qualitative research and understand the concepts and procedures		3 X 50			0%

11	Understand and master how to analyze qualitative research data	Can explain and carry out techniques for analyzing qualitative data according to the analysis techniques used		3 X 50			0%
12	Understand and master how to analyze qualitative research data	Can explain and carry out techniques for analyzing qualitative data according to the analysis techniques used		3 X 50			0%
13	Understand and master how to analyze qualitative research data	Can explain and carry out techniques for analyzing qualitative data according to the analysis techniques used		3 X 50			0%
14	Understand evaluation criteria in qualitative research and ethics in qualitative research	Can explain the evaluation criteria for qualitative research which are different from quantitative research and the ethics of qualitative research		3 X 50			0%
15	Understand how to prepare research reports	Can write qualitative research reports		Practice, Group discussion 3 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

