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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Quantitative Research Methodology	7320103025	Compulsory Curriculum Subjects - National	**T=3**	**P=0**	**ECTS=4.77**	3	July 17, 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)																	
	PO - 1	Able to collaborate on the results of non-experimental and experimental quantitative research according to needs in the field.																
	PO - 2	Able to write non-experimental or experimental quantitative research proposals and reports with a maximum plagiarism level of 25 percent																
	PO - 3	Able to create psychology research proposals with a non-experimental or quantitative quantitative approach, conduct research, and write draft articles for publication of research results.																
	PO - 4	Able to identify psychological phenomena according to interest and synthesize them with appropriate psychological theories.																
	PLO-PO Matrix																	
		P.O																
		PO-1																
		PO-2																
		PO-3																
		PO-4																
	PO Matrix at the end of each learning stage (Sub-PO)																	

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This course discusses research as a scientific activity, explaining the main steps in research, research techniques and how to carry out analysis and research as well as procedures for publishing research results.

References	**Main :**

1. Jannah, M. 2018. Metodologi Penelitian Kuantitatif untuk Psikologi. Surabaya: Universitas Negeri Surabaya University Press
2. Morling, B., 2015. Research Methods In Psychology: evaluating a world of information. New York: MW Norton & Company, Inc.
3. Schinka, J.A., Velicer, W,F, Weiner, I,B. 2013. Handbook of Psychology 2: Research Methods In Psychology . Hoboken, NJ: John Wiley & Sons Inc.
4. https://psikologi.fip.unesa.ac.id/page/pedoman-penulisan-skripsi

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Supporting lecturer	Dr. Miftakhul Jannah, S.Psi., M.Si.,Psikolog		

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	Implementing a learning contract Understand an introduction to quantitative research methodology	1.Students are able to understand and apply the learning contract 2.Students are able to understand and describe an introduction to quantitative research methodology		· Contextual Instruction (CI) · Problem Based Learning and Inquiry (PBL) 3 X 50			0%
2	Students are able to understand research as a way of thinking and as a process	1.Students are able to understand and explain the definition of research 2.Students are able to understand and explain the characteristics of research 3.Students are able to understand and explain types of research 4.Students are able to understand and explain research paradigms Students are able to understand and explain research steps	**Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	· Contextual Instruction (CI) · Problem Based Learning and Inquiry (PBL) 3 X 50	Browse literature according to your interests. Search for articles from journals with quantitative experimental, non-experimental and qualitative methods.		0%
3	Students are able to review literature (conduct a literature review)	1.1. Students are able to understand the reasons for reviewing literature in research 2.2. Students are able to understand the procedures for reviewing literature		·Small Group Discussion (SGD) Role-Play and Simulation (RPS) 3 X 50	Choose keywords according to the interests you want to research.		0%
4	Students are able to formulate a research problem	1.1. Students are able to understand the importance of formulating a research problem 2.2. Students are able to identify sources of research problems 3.3. Students are able to choose a research problem 4.4. Students are able to understand the steps in formulating research problems		Small Group Discussion (SGD) Role-Play and Simulation (RPS) 3 X 50			0%
5	Students are able to understand and analyze the differences in various research variables so that they are able to identify them correctly in research and are able to understand the relationship between hypotheses and problems	1. Students are able to understand and explain the definitions of concepts, constructs and variables 2. Students are able to understand and explain the types of research variables 3. Students are able to explain the definition of a hypothesis 4. Students are able to explain the relationship between hypotheses and problems Students are able to understand and explain the categories of hypotheses		· Self-Directed Learning (SOL) · Cooperative Learning (CL) Role play and simulation 3 X 50			0%

6	Students are able to conceptualize a research design	1. Students are able to understand the definition of research design 2. Students are able to understand the function of research design. Students are able to understand the types of research design		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) 3 X 50			0%
7	Students are able to understand, explain, and apply data collection techniques	1. Students are able to understand and explain data collection techniques using interviews 2. Students are able to understand and explain data collection techniques using observation Students are able to understand and explain data collection techniques using scales		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Self-Directed Learning (SOL) · Cooperative Learning (CL) 3 X 50			0%
8	Students are able to understand, explain, and apply data collection techniques	1. Students are able to understand and explain data collection techniques using interviews 2. Students are able to understand and explain data collection techniques using observation Students are able to understand and explain data collection techniques using scales		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Self-Directed Learning (SOL) · Cooperative Learning (CL) 3 X 50			0%
9	UTS			3 X 50			0%
10	Students are able to understand, explain and apply the concepts of validity and reliability of measuring instruments	1. Students are able to understand and explain the definition of validity 2. Students are able to understand and explain the types of validity 3. Students are able to understand and explain the definition of reliability Students are able to understand and explain the types of reliability		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Case Study (CS) 3 X 50			0%
11	Students are able to understand, explain and apply population concepts and sampling techniques	1. Students are able to understand and explain the definition of population and sample 2. Students are able to understand the principles of research sampling 3. Students are able to understand the purpose of selecting samples Students are able to understand and explain sampling techniques		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) Self Directed Learning 3 X 50			0%
12	Students are able to understand and interpret the results of data analysis	1. Students are able to understand and explain descriptive data analysis 2. Students are able to interpret the results of descriptive data analysis 3. Students are able to understand and explain inferential data analysis Students are able to interpret the results of inferential data analysis		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Case Study (CS) 3 X 50			0%

No	Sub-PO	Indicator		Learning Method			%
13	Students are able to understand and interpret the results of data analysis	1. Students are able to understand and explain descriptive data analysis 2. Students are able to interpret the results of descriptive data analysis 3. Students are able to understand and explain inferential data analysis Students are able to interpret the results of inferential data analysis		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Case Study (CS) 3 X 50			0%
14	Students are able to understand how to make a research proposal	1. students are able to understand how to make an introduction/introduction 2. students are able to understand how to create research problems 3. students are able to understand how to create research objectives 4. students are able to understand how to create research hypotheses 5. students are able to understand how to choose a research design 6. students are able understand how to choose a research setting 7. students are able to understand how to determine research measuring instruments 8. students are able to understand how to determine research samples students are able to understand how to determine how to analyze data		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Self-Directed Learning (SOL) · Project Based Learning (PjBL) 3 X 50			0%
15	Students are able to understand how to make a research proposal	1. students are able to understand how to make an introduction/introduction 2. students are able to understand how to create research problems 3. students are able to understand how to create research objectives 4. students are able to understand how to create research hypotheses 5. students are able to understand how to choose a research design 6. students are able understand how to choose a research setting 7. students are able to understand how to determine research measuring instruments 8. students are able to understand how to determine research samples students are able to understand how to determine how to analyze data		· Small Group Discussion (SGD) · Role-Play and Simulation (RPS) · Self-Directed Learning (SOL) · Project Based Learning (PjBL) 3 X 50			0%
16	UAS			3 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes
1. **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.
2. **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.
3. **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.
4. **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.

5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.