	Universitas Negeri Surabaya Faculty of Economics and Business Bachelor of Accounting Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Research methods	8720903043		T=3	P=0	ECTS=4.77	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Rochmawati, S.Pd., M.Ak.

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

		P.O

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

Short Course Description	Discussion of understanding concepts/theories and applying concepts/theories in scientific methods, having skills in scientific method techniques, and being able to use scientific methods as a planning and implementation tool in research. Lectures are carried out using a discussion system, case study analysis, presentations and projects

References	Main :

1. Ali, Mohamad. 1987. Penelitian Kependidikan, Prosedur dan Strategi . Bandung: Angkasa.
2. Arikunto, Suharsimi. 1993. Manajemen Penelitian . Jakarta: Rineka Cipta.
3. Arikunto, Suharsimi. 1992. Prosedur Penelitian . Jakarta: Rineka Cipta.
4. Cochran, William G. 1991. Teknik Penarikan Sampel . Jakarta: Universitas Indonesia.
5. Damim, Sudarwan. 2001. Penelitian Kebijakan . Jakarta: Bumi Aksara.
6. Furchan, Arief. 1982. Penelitian Dalam Pendidikan . Surabaya: Usaha Nasional.
7. Furchan, Arief. 1973. Merencanakan Penelitian Dalam Pendidikan . Surabaya: Bina Ilmu.
8. Ghony, M. Djunaidi. 1988. Dasar-Dasar Penelitian Eksperimen . Surabaya: Usaha Nasional.
9. Hadi, Sutrisno. 1981. Metodologi Research . Yogyakarta: Fakultas Psikologi UGM.
10. Hague, Paul & Jackson, Peter. 1993. Riset Pemasaran. Jakarta: Pustaka Binaman Pressindo.
11. Indriantoro, Nur dan Supomo, Bambang. 1999. Metodologi Penelitian Bisnis . Yogyakarta: BPFE.
12. J. Vredenbergt. 1981. Metode dan Teknik Penelitian Masyarakat . Jakarta: Gramedia.
13. Kerlinger, Fred N. 1993. Penelitian Behavioral . Yogyakarta: Gajah Mada University Press.
14. Koentjaraningrat. 1980. Metode-Metode Penelitian Masyarakat . Jakarta: Gramedia.
15. Mercado, Cesar M. 1982. Langkah-Langkah Penelitian Ilmu Sosial . Surakarta: HAPSARA.
16. Moleong, Lexy J. 1991. Metodologi Penelitian Kualitatif : Bandung :Remaja Rosdakarya.
17. Muhajir, Noeng. 1992. Metodologi Penelitian Kualitatif . Yogyakarta: Rake Sarasin.
18. Nasution. 2000. Metode Research. Jakarta:Bumi Aksara
19. Nazir, Moch. 1988. Metode Penelitian . Jakarta: Ghalia Indonesia.
20. Rasjidi, Lili. 1991. Manajemen Riset Antar Disiplin . Bandung: Remaja Rosdakarya.
21. Schlegel, Stuart A. 1984. Penelitian Grounded . Surakarta: FISIP-UNS.
22. Soeratno & Arsyad, Lincoln. 1995. Metodologi Penelitian Ekonomi dan Bisnis . Yogyakarta: UPP AMP YKPN.
23. Sugiyono. 2004. Metode Penelitian Bisnis . Bandung: Alfabeta.

	Supporters:

	Supporting lecturer	Drs. Eko Wahjudi, M.Si. Moh. Danang Bahtiar, S.Pd., M.Pd.						

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 the importance of research	Define research and the reasons why it is important to conduct research	**Criteria:** 1. Score > 80 2. Define the meaning of research and the reasons why it is important to conduct research and draw conclusions 3. Score > 65 4. Describing the meaning of marketing research is not precise 5. Score < 50 6. Wrong answer / no answer	Discussion question and answer 3 X 50			0%
2	Examining the process of discovering scientific truth	Analyze the research process using deductive and inductive methods.	**Criteria:** 1. Score > 80 2. Describe the research process using deductive and inductive methods and draw conclusions 3. Score > 65 4. Describing the meaning of marketing research is not precise 5. Score < 50 6. Wrong answer / no answer	Discussion question and answer 3 X 50			0%
3	Examining research based on its function	Analyze research based on its function	**Criteria:** 1. Score > 80 2. Analyze types of educational research and draw conclusions 3. Score > 65 4. Describing the meaning of marketing research is not precise 5. Score < 50 6. Wrong answer / no answer	Discussion question and answer 3 X 50			0%
4	Examining research approaches	Analyze quantitative and qualitative approaches in research	**Criteria:** 1. Score > 80 2. Analyzing the process of determining the title of a research and determining the research topic to be carried out 3. Score > 65 4. Analyzing the process of determining the title of a research and not yet having a research idea 5. Score < 50 6. Wrong answer / no answer	Discussion question and answer 3 X 50			0%

5	Examines educational methods and research	Analyze educational research procedures and methods	**Criteria:** 1. Score > 80 2. Provide several problems/phenomena in the field of education in the problem points and be able to provide reasons for the importance of these phenomena being researched 3. Score > 65 4. Provide several problems/phenomena in the field of education in problem points without giving reasons for the importance of the phenomenon being discussed 5. Score < 50 6. Wrong answer / no answer	Discussion question and answer 9 X 50			0%
6							0%
7							0%
8	meetings 1 to 7			3 X 50			0%
9	Examining data collection instruments	Analyze data collection instruments	**Criteria:** 1. Score > 80 2. Able to provide background to the problem and research instruments correctly 3. Score > 65 4. Wrong answer / no answer	Discussion Questions and Answers 6 X 50			0%
10							0%
11	Examining the need for validity and reliability in research	analyzing the validity and reliability process.	**Criteria:** 1. Score > 80 2. Able to provide correct analysis and provide conclusions 3. Score > 65 4. Wrong answer / no answer	Reading literature, lectures and discussions 3 X 50			0%
12	Study data analysis	Analyzing the process of understanding and explaining the analysis process and being able to discuss research results compared to journals or scientific articles	**Criteria:** 1. Score > 80 2. Able to provide correct analysis and provide conclusions 3. Score > 65 4. Wrong answer / no answer	Reading literature, discussions and practicum 6 X 50			0%
13							0%
14	Study about data presentation	Analyze good data presentation techniques as a result of research and the process of discussing data	**Criteria:** 1. Score > 80 2. Able to provide correct analysis and provide conclusions 3. Score > 65 4. Wrong answer / no answer	Reading literature, discussions and practicum 3 X 50			0%

15	Develop a research design	Designing a good composition of scientific work	**Criteria:** 1. Score > 80 2. Able to make research proposals well and correctly 3. Score > 65 4. Wrong answer / no answer	Practicum and discussion 3 X 50			0%
16	Able to apply methodology in research proposals			3 X 50			0%

Evaluation Percentage Recap: Case Study

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.