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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Research methods		8721103119		T=3	P=0	ECTS=4.77	4	July 19, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Tri Sudarwanto, S.Pd., MSM.

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-8	PLO-S4 Able to demonstrate a responsible attitude for achieving work results both individually and in groups
	Program Objectives (PO)	
	PO - 1	Understand the qualitative approach to research and its distinctive characteristics that differentiate it from quantitative research
	PLO-PO Matrix	

P.O	PLO-8
PO-1	

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																

Short Course Description	This course contains an explanation and understanding of qualitative and quantitative research methods; research problem, focus and title of qualitative research; research purposes; theoretical basis ; population and sample; data collection instruments and techniques; qualitative data analysis techniques; validity and reliability of research; preparation of research proposals

References	**Main :**	
	1. Bungin, M.B. 2014. Penelitian Kualitatif: Edisi Kedua . Penerbit Kencana: Jakarta 2. Sugiyono. 2016. Memahami Penelitian Kualitatif . Penerbit Alfabeta: Bandung	
	Supporters:	

Supporting lecturer	Dr. Raya Sulistyowati, S.Pd., M.Pd. Novi Marlena, S.Pd., M.Si. Dr. Finisica Dwijayati Patrikha, 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 qualitative approach to research and its distinctive characteristics that differentiate it from quantitative research	1.Able to understand qualitative approaches in research 2.Able to understand the typical characteristics of a qualitative approach 3.Able to understand the difference between qualitative and quantitative approaches	**Form of Assessment** : Participatory Activities	lectures, discussions and questions and answers 3 X 50	- Learning Form/Approach: Student Center - Learning Model: Direct Learning - Method: Discussion and question and answer - Student assignment: individual 3 X 50		5%
2	Understand the qualitative approach to research and its distinctive characteristics that differentiate it from quantitative research	1.Able to understand qualitative approaches in research 2.Able to understand the typical characteristics of a qualitative approach 3.Able to understand the difference between qualitative and quantitative approaches	**Form of Assessment** : Participatory Activities	lectures, discussions and questions and answers 3 X 50	- Learning Form/Approach: Student Center - Learning Model: Direct Learning - Method: Discussion and question and answer - Student assignment: individual 3 X 50		5%
3	Understand data sources and research subjects in qualitative research as well as issues related to them such as cultural bias, gender bias, researcher bias, etc.	1.Able to understand data sources 2.Able to understand research subjects in qualitative research 3.Able to understand related issues		1. Lecture 2. Student presentation 3. Questions and Answers 3 X 50			0%
4	Understand data collection methods in qualitative approaches such as observation, interviews and documentation studies, create data collection guidelines in qualitative approaches such as observation, interviews and documentation studies, which are developed according to research focus	1.Able to understand data collection methods in a qualitative approach 2.create data collection guidelines in qualitative approaches such as observation, interviews and documentation studies, which are developed according to the focus of the research 3.Able to carry out observations, interviews and documentation studies (small; class scale)		1. Lecture 2. Student presentation 3. Questions and Answers 3 X 50			0%

5	understand the form of data validity in qualitative research which includes triangulation of data sources, triangulation of data collection methods, and triangulation of data obtained	1. Able to understand the validity of data in qualitative research 2. Able to understand triangulation of data sources, triangulation of data collection methods, and triangulation of data obtained 3. Able to present results		discussion and practice 3 X 50			0%
6	Know and understand the form of data validity in qualitative research which includes triangulation of data sources, triangulation of data collection methods, and triangulation of data obtained. Know and carry out methods of data analysis in qualitative research, such as data reduction, data condensation, and data display	1. Able to understand the validity of data in qualitative research 2. Able to understand triangulation of data sources, triangulation of data collection methods, and triangulation of data obtained 3. Able to know how to analyze data in qualitative research 4. Able to perform data reduction, data condensation, and data display		Student presentations Questions and Answers practice 3 X 50			0%
7	Know and carry out data analysis methods in qualitative research, such as data reduction, data condensation, and data display	1. Able to know how to analyze data in qualitative research 2. Able to perform data reduction, data condensation, and data display		1. Lecture 2. Student presentation 3. Questions and Answers 3 X 50			0%
8	UTS		**Form of Assessment** : Test	3 X 50			20%
9	Know the forms of quantitative research and understand the forms of integration of quantitative approaches in research in the fields of economics and business	1. Able to understand the form of integration of qualitative approaches in research in the field of Economics 2. Able to understand the form of integration of qualitative approaches in research in the field of Economics		1. Lecture 2. Student presentation 3. Questions and Answers 3 X 50			0%

10	Understand the concept of phenomena, research gaps and problem formulation in research to create research objectives	Able to find problems in phenomena, able to formulate problem statements, able to formulate research objectives	**Form of Assessment** : Practical Assessment, Practice/Performance	3 X 50				10%
11	hypothesis formulation	1. Students are able to determine variables in research 2. Students are able to develop problems in literature review 3. students are able to formulate hypotheses	**Form of Assessment** : Practical Assessment	3 X 50				10%
12	create valid and reliable research instruments	able to create valid and reliable research instruments	**Form of Assessment** : Practical Assessment	3 X 50				15%
13	create a research design		**Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50				15%
14	create a research design		**Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50				15%
15	create a research design		**Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50				15%
16	UAS		**Form of Assessment** : Project Results Assessment / Product Assessment, Test	3 X 50				30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	60%
3.	Practical Assessment	30%
4.	Practice / Performance	5%
5.	Test	35%
		100%

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.