



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																	
Educational Research Methodology	8721103035	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	July 17, 2024																																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																		
	TIM MBKM		TIM MBKM			Dr. Tri Sudarwanto, S.Pd., MSM.																																																		
Learning model	Project Based Learning																																																							
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																							
	Program Objectives (PO)																																																							
	PO - 1	Understand the qualitative approach to research and its distinctive characteristics that differentiate it from quantitative research																																																						
	PLO-PO Matrix																																																							
		<table border="1" style="margin: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> <tr><td style="width: 50px; height: 20px;">PO-1</td></tr> </table>						P.O	PO-1																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																								
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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 :																																																							
	<ol style="list-style-type: none"> 1. Bungin, M.B. 2014. Penelitian Kualitatif: Edisi Kedua . Penerbit Kencana: Jakarta 2. Sugiyono. 2016. Memahami Penelitian Kualitatif . Penerbit Alfabeta: Bandung 3. Abdussamad, H. Z., & Sik, M. S. 2021. Metode penelitian kualitatif. CV. Syakir Media Press. 4. Singh, Krishan Kumar. 2023. Research Methodology in Social Science. KK. Publications 5. P. Michael Politano, Robert O. Walton, Audrey E. Parrish · 2018. Statistics and Research Methodology A Gentle Conversation. Hang Time Publishing, Limited Company 																																																							
	Supporters:																																																							
	<ol style="list-style-type: none"> 1. Syaidah, U., Suyadi, B., & Ani, H. M. (2018). Pengaruh kompetensi guru terhadap hasil belajar ekonomi di SMA Negeri Rambipuji Tahun Ajaran 2017/2018. Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi dan Ilmu Sosial, 12(2), 185-191. 2. Effendi, E., Mursilah, M., & Mujiono, M. (2018). Korelasi Tingkat Perhatian Orang Tua dan Kemandirian Belajar dengan Prestasi Belajar Siswa. Titian Ilmu: Jurnal Ilmiah Multi Sciences, 10(1), 17-23. 3. Masse, M. R. (2017). INTERNET DAN PENGGUNAANNYA (Survei di kalangan masyarakat Kabupaten Takalar Provinsi Sulawesi Selatan). Jurnal Studi Komunikasi Dan Media, 21(1), 13-24. 4. other journals 																																																							
Supporting lecturer	Dr. Finisica Dwijayati Patrikha, S.Pd., M.Pd. Veni Rafida, 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	Form of Assessment : Participatory Activities	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	<ol style="list-style-type: none"> 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) 	Form of Assessment : Participatory Activities	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	<ol style="list-style-type: none"> 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 	Form of Assessment : Participatory Activities	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	<ol style="list-style-type: none"> 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 	Form of Assessment : Participatory Activities	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	Form of Assessment : Participatory Activities	1. Lecture 2. Student presentation 3. Questions and Answers 3 X 50			4%
8	UTS		Form of Assessment : Project Results Assessment / Product 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	Form of Assessment : Participatory Activities	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 formulations, able to formulate research objectives	Form of Assessment : Participatory Activities	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 : Participatory Activities, Practical Assessment	3 X 50			10%
12	create valid and reliable research instruments	able to create valid and reliable research instruments	Form of Assessment : Participatory Activities, Practical Assessment	3 X 50			15%
13	create a research design		Form of Assessment : Participatory Activities	3 X 50			15%
14	create a research design		Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	3 X 50			15%

15	create a research design		Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	3 X 50			15%
16	UAS		Form of Assessment : Project Results Assessment / Product Assessment	3 X 50			25%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	66.5%
2.	Project Results Assessment / Product Assessment	50%
3.	Practical Assessment	12.5%
4.	Test	10%
		100%

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.