



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences
Communication Science Bachelor Study Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Social Research Methods	7020103051	Study Program Elective Courses	T=3	P=0	ECTS=4.77	3	August 30, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Fitri Norhabiba, S.I.Kom, M.I.Kom, Dr. Danang Tandyonomanu, M.Si, Dr. Anam Miftakhul Huda, S.Kom, M.I.Kom		Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom.			Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																					
	PLO-7	Apply logical, critical, responsible and innovative thinking through the development of science and technology in their field of expertise.																																																																																																				
	Program Objectives (PO)																																																																																																					
	PO - 1	Able to utilize science and technology to get current issues about communication phenomena																																																																																																				
	PO - 2	Mastering theoretical concepts about social research, especially in the field of communication and developing an appropriate research framework.																																																																																																				
	PO - 3	Able to make the right decisions regarding the use of communication theory and research methods based on communication phenomena.																																																																																																				
	PO - 4	Responsible for preparing communication research proposals independently and can be given responsibility for group activities.																																																																																																				
	PLO-PO Matrix																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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Short Course Description	This course studies social research methods in general and communication research methods specifically for writing a thesis research proposal on communication phenomena. With lectures, discussions and assignments, students can prepare research proposals for their thesis and can carry out research simply according to the methods and theories studied.
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References	Main :	
		<ol style="list-style-type: none"> 1. Stake, Robert E. 2010. Qualitative Research: Studying How Things Work. New York: The Guilford Press 2. Denzin, Norman K. and Lincoln, Yvonna S. 2005. Handbook of Qualitative Research. 3rd eds: Sage Pub 3. Krippendorff, Klaus. 2004. Content Analysis: an Introduction to Its Methodology. California: SAGE Publication
	Supporters:	

Supporting lecturer		Dr. Danang Tandyonomanu, S.Sos., M.Si. Putri Aisyiyah Rachma Dewi, S.Sos., M.Med.Kom. Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom. Fitri Norhabiba, S.I.Kom., M.I.Kom.					
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	1. Students understand the aims and objectives of the course 2. students agree to a study contract		Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	lecture discussion question and answer 3 X 50		Material: students agree to a study contract References: <i>Denzin, Norman K. and Lincoln, Yvonna S. 2005. Handbook of Qualitative Research. 3rd eds: Sage Pub</i>	2%
2	students understand the positivistic, constructivist and critical paradigms	1. able to explain the differences in front of the class 2. able to recognize positivistic, constructivist and critical problems	Criteria: students explain the three paradigms and look for the differences Form of Assessment : Participatory Activities, Practice/Performance	discussion lecture 3 X 50		Material: students understand the positivistic, constructivist and critical paradigms. Reference: <i>Denzin, Norman K. and Lincoln, Yvonna S. 2005. Handbook of Qualitative Research. 3rd eds: Sage Pub</i>	2%
3	students understand the positivistic, constructivist and critical paradigms	1. able to explain the differences in front of the class 2. able to recognize positivistic and constructivist problems	Criteria: students explain the three paradigms and look for the differences Form of Assessment : Project Results Assessment / Product Assessment	discussion lecture 3 X 50		Material: students understand the positivistic, constructivist and critical paradigms. Reference: <i>Stake, Robert E. 2010. Qualitative Research: Studying How Things Work. New York: The Guilford Press</i>	2%
4	students understand the quantitative research process	1. able to explain the quantitative research process 2. able to explain research problems in the field of communication	Criteria: students discuss communication phenomena given by the lecturer and design research procedures according to the methods given Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	practical lecture 3 X 50		Material: students understand quantitative research methods References: <i>Krippendorff, Klaus. 2004. Content Analysis: an Introduction to Its Methodology. California: SAGE Publications</i>	3%

5	students understand quantitative research methods	able to explain variables and their variants	<p>Criteria: students discuss communication phenomena given by the lecturer and design research procedures according to the methods given</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	3 X 50 discussion practice lecture		<p>Material: students understand quantitative research methods</p> <p>References: <i>Krippendorff, Klaus. 2004. Content Analysis: an Introduction to Its Methodology. California: SAGE Publications</i></p>	2%
6	students understand the function of theory as part of research methodology	<ol style="list-style-type: none"> able to explain the reasons for choosing theory in methods able to explain the communication theory map used in research 	<p>Criteria: 1.students discuss communication phenomena given by the lecturer and design research procedures according to the methods given 2.able to explain the reasons for choosing the method, namely quantitative content analysis</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	practical lecture 3 X 50		<p>Material: students understand quantitative research methods</p> <p>References: <i>Krippendorff, Klaus. 2004. Content Analysis: an Introduction to Its Methodology. California: SAGE Publications</i></p>	4%
7	<ol style="list-style-type: none"> Students are able to create quantitative research designs Students are able to create a background by showing das sein and das sollen 	<ol style="list-style-type: none"> preparation of a communication research proposal framework with a quantitative paradigm systematic proposal from the background, problem formulation, and research benefits 	<p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	group work lecture 3 X 50		<p>Material: students are able to create quantitative research designs</p> <p>References: <i>Krippendorff, Klaus. 2004. Content Analysis: an Introduction to Its Methodology. California: SAGE Publications</i></p>	5%
8	U.S.S	compiling a communication research proposal framework with a quantitative paradigm of background, problem formulation, and research benefits	<p>Form of Assessment : Participatory Activities, Tests</p>	3 X 50			25%
9	<ol style="list-style-type: none"> students are able to prepare quantitative research designs Students are able to formulate problems and benefits of research Students are able to create significance/benefits, theoretical basis, and hypothesis 	preparation of a communication research proposal framework with a quantitative paradigm	<p>Criteria:</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Tests</p>	3 X 50 individual mentoring assignments		<p>Material: preparing a quantitative research design</p> <p>References: <i>Denzin, Norman K. and Lincoln, Yvonna S. 2005. Handbook of Qualitative Research. 3rd eds: Sage Pub</i></p>	5%

10	<p>1.students are able to prepare quantitative research designs</p> <p>2.Students are able to formulate problems and benefits of research</p> <p>3.Students are able to create significance/benefits, theoretical basis, and hypothesis</p>	<p>1.preparation of a communication research proposal framework with a quantitative paradigm</p> <p>2.systematic advanced proposals of significance, theory, and hypothesis</p>	<p>Criteria:</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	3 X 50 individual mentoring assignments		<p>Material: preparing a quantitative research design</p> <p>References: Denzin, Norman K. and Lincoln, Yvonna S. 2005. <i>Handbook of Qualitative Research</i>. 3rd eds: Sage Pub</p>	5%
11	<p>1.students are able to prepare quantitative research designs</p> <p>2.Students are able to make conceptual and operational definitions</p> <p>3.students are able to create a research matrix</p>	<p>1.preparation of a communication research proposal framework with a quantitative paradigm</p> <p>2.systematics of advanced proposals for conceptual and operational definitions</p>	<p>Criteria:</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	3 X 50 individual mentoring assignments		<p>Material: preparing a quantitative research design</p> <p>References: Denzin, Norman K. and Lincoln, Yvonna S. 2005. <i>Handbook of Qualitative Research</i>. 3rd eds: Sage Pub</p>	5%
12	<p>1.students are able to prepare quantitative research designs</p> <p>2.Students are able to make conceptual and operational definitions</p> <p>3.students are able to create a research matrix</p>	<p>1.preparation of a communication research proposal framework with a quantitative paradigm</p> <p>2.systematics of advanced proposals for conceptual and operational definitions</p>	<p>Criteria: 5</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	3 X 50 individual mentoring assignments		<p>Material: preparing a quantitative research design</p> <p>References: Denzin, Norman K. and Lincoln, Yvonna S. 2005. <i>Handbook of Qualitative Research</i>. 3rd eds: Sage Pub</p>	5%
13	<p>1.students are able to prepare quantitative research designs</p> <p>2.students are able to formulate research hypotheses</p>	<p>1.preparation of a communication research proposal framework with a quantitative paradigm</p> <p>2.systematics of advanced proposals to formulate hypotheses</p>	<p>Form of Assessment : Project Results Assessment / Product Assessment</p>	3 X 50 individual mentoring assignments		<p>Material: preparing a quantitative research design</p> <p>References: Denzin, Norman K. and Lincoln, Yvonna S. 2005. <i>Handbook of Qualitative Research</i>. 3rd eds: Sage Pub</p>	3%
14	preparing a quantitative research design	<p>1.preparation of a quantitative research proposal</p> <p>2.students are able to understand types of research, populations and samples, sampling techniques, data sources, measurement scales, data analysis techniques, data validity techniques</p>	<p>Form of Assessment : Project Results Assessment / Product Assessment</p>	3 X 50 individual mentoring assignments		<p>Material: able to understand the content of research methods</p> <p>References: Krippendorff, Klaus. 2004. <i>Content Analysis: an Introduction to Its Methodology</i>. California: SAGE Publications</p>	3%

15	preparing a quantitative research design	<ol style="list-style-type: none"> 1. preparation of a quantitative research proposal 2. students are able to understand types of research, populations and samples, sampling techniques, data sources, measurement scales, data analysis techniques, data validity techniques 3. students are able to create research instruments 	Criteria: 5 Form of Assessment : Project Results Assessment / Product Assessment	3 X 50 individual mentoring assignments		Material: able to understand the content of research methods References: <i>Krippendorff, Klaus. 2004. Content Analysis: an Introduction to Its Methodology. California: SAGE Publications</i>	4%
16	UAS	preparation of a quantitative research proposal	Criteria: 5 Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	3 X 50		Material: able to understand the content of research methods References: <i>Krippendorff, Klaus. 2004. Content Analysis: an Introduction to Its Methodology. California: SAGE Publications</i>	25%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	19.5%
2.	Project Results Assessment / Product Assessment	45%
3.	Portfolio Assessment	12%
4.	Practice / Performance	1%
5.	Test	22.5%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.

