

 UNESA	Universitas Negeri Surabaya Faculty of Economics and Business Bachelor of Economics Study Program					Document Code	
SEMESTER LEARNING PLAN							
Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Quantitative Research Methods	8722003040		T=3	P=0	ECTS=4.77	6	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Dr. Tony Seno Aji, S.E., M.E.	
Learning model	Project Based Learning						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>					
Short Course Description	This course contains the understanding of quantitative research methods; problem, focus and title of quantitative research; quantitative theoretical basis; quantitative research populations and samples; quantitative data collection instruments and techniques; quantitative data analysis techniques; validity and reliability of quantitative research; preparation of quantitative research proposals						
References	Main :						
	<ol style="list-style-type: none"> 1. Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research Methods in Education</i> (6th ed.). Madison Avenue, NY: Routledge, Taylor and Francis Group.. 2. Creswell, J. W. (2015). <i>Riset Pendidikan: Perencanaan, Pelaksanaan, dan Evaluasi Riset Kualitatif & Kuantitatif</i> (5th ed.). (H. P. Soetjipto, & S. M. Soetjipto, Trans.) Yogyakarta: Pustaka Pelajar. 3. Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. (2008). <i>Research Design in Counseling</i> (3rd ed.). Belmont, CA: Thomson, Brooks/Cole 4. Purwanto, E. (2016). <i>Metode Penelitian Kuantitatif</i>. Yogyakarta: Pustaka Pelajar. 5. Sheperis, C. J., Young, J. S., & Daniels, M. H. (2010). <i>Counseling Research: Quantitative, Qualitative, and Mixed Methods</i>. Upper Saddle River, New Jersey: Pearson. 6. Sugiyono. (2013). <i>Metode Penelitian: Pendekatan Kuantitatif, Kualitatif, dan R&D</i>. Bandung: Alfabeta. 7. W. Alex Edmonds, T. D. (2013). <i>An Applied Reference Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods</i>. Thousand Oaks, CA: Sage Publications, Inc. 						
	Supporters:						
Supporting lecturer	Dr. Tony Seno Aji, S.E., M.E. Dr. Lucky Rachmawati, S.E., M.Si.						

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	Students are able to have an understanding of the quantitative approach to research along with its distinctive characteristics that differentiate it from quantitative research	Explaining the Quantitative Approach in Quantitative Research		3 X 50			0%
2	Students know and understand the form of integration of quantitative approaches in research in the field of economics	Explains the Quantitative approach in economic research		3 X 50			0%
3	Students are able to understand the types of variables and hypotheses and can practice mixing and matching variables and forming quantitative hypotheses	Explain variables and hypotheses in quantitative research		3 X 50			0%
4	Students have knowledge and understanding of sampling techniques in quantitative research	Explain sampling techniques in quantitative research		3 X 50			0%
5	Students are able to understand data collection methods in a quantitative approach and are able to implement them	Explain quantitative data collection methods		3 X 50			0%
6	Students are able to understand the forms of validity and reliability in quantitative research and are able to carry out validity and reliability testing	Explain validity and reliability in quantitative research		3 X 50			0%
7	Students are able to understand how to analyze and interpret quantitative data	Explains the analysis and interpretation of quantitative data		3 X 50			0%
8	UTS			3 X 50			0%
9	Students have knowledge and understanding of correlational research designs	Explaining Correlational Research Design		3 X 50			0%
10	Students have knowledge and understanding of survey research design	Explain Survey Research Design		3 X 50			0%
11	Students have knowledge and understanding of semi, quasi and true experiment research designs	Explaining Experimental Research Design: Semi, Quasi and True Experiment		3 X 50			0%

12	Students have knowledge and understanding of single subject research design	Explaining Time Series Research Design: Single Subject Design		3 X 50			0%
13	Students have knowledge and understanding of factorial research designs	Able to Understand Experimental Research Design: Factorial Design		3 X 50			0%
14	Students have knowledge and understanding of mixed-method research designs	Able to understand mixed research designs (Mixed-Method)		3 X 50			0%
15	Students are able to design and create research proposals using a quantitative approach	Able to draft a Quantitative Research Proposal		3 X 50			0%
16	UAS			3 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.