



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences**  
**Geography Education Undergraduate Study Program**

Document  
Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
RESEARCH METHODS	8720203204	Basic Research Skills	T=3 P=0 ECTS=4.77	3	July 17, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
	Dr. Lidya Lestari Sitohang, M.Sc.		Dr. Ketut Prasetyo, M.S.	Dr. Nugroho Hari Purnomo, S.P., M.Si.	

<b>Learning model</b>	<b>Project Based Learning</b>																																																		
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																		
	<b>PLO-6</b> Able to obtain, process, analyze, present data and information about the educational environment, students, curriculum, materials, plans, models, evaluations and reflections on learning in educational studies and transformative geographic learning																																																		
	<b>Program Objectives (PO)</b>																																																		
	<b>PO - 1</b> analytical skills in preparing research plans with full responsibility																																																		
	<b>PLO-PO Matrix</b>																																																		
	<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-6</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> </tr> </table>	P.O	PLO-6	PO-1																																															
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PO-1																																																			
<b>Short Course Description</b>	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																		
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																			

This course is the basis for forming the ability to research well and correctly. Teaches the process of searching for truth by developing the ability to think rationally, structured and objective.

**References**

**Main :**

1. Creswell, John W. 2002. Research design qualitative and quantitative approach (2nd Edition). London: Sage.
2. Hay, Ian. 2000. Qualitative Research Methods in Human Geography, Melbourne : Oxford University Press
3. Ihalauw, JJOI. 2004. Bangunan Teori Edisi Ketiga Milenium. Salatiga: Satyawacana University Press
4. Kitchin, R. and Tate, N. J., 2000. Conducting Research in Human Geography; Theory, Methodology, and Practice. Prentice Hall, Essex
5. Moleong, L.J. 2017. Metodologi Penelitian Kualitatif (Cetakan ke 36). Bandung: Rosda
6. Miles, Matthew, B dan A. Michael Huberman. 1992. Analisis data kualitatif. penerjemah Tjetjep Rohendi. Jakarta: UI Press
7. Tika, M. P. 2005. Metode Penelitian Geografi. Jakarta: Bumi Akasara
8. Yunus, H.S. 2010. Metode Penelitian Wilayah Kontemporer. Yogyakarta: Pustaka Pelajar
9. Widodo, B.S. 2015. Penerapan Metodologi Penelitian Kuantitatif dan Kualitatif dalam Penelitian Geografi. JURNAL GEOGRAFI Geografi dan Pengajarannya. 13(2)

**Supporters:**

1. <https://archive.org/details/logicofsciencein00wall/page/8/mode/2up>
2. <https://jurnal.ugm.ac.id/mgi /issue/archive>
3. <https://journals.ums.ac.id/in dex.php/fg>
4. <http://lib.geo.ugm.ac.id/ojs/index.php/jbi>
5. <https://jurnal.ugm.ac.id/ijg>
6. <https://journal.unesa.ac.id /index.php/jg>

**Supporting lecturer**  
 Dr. Bambang Sigit Widodo, M.Pd.  
 Dr. Nugroho Hari Purnomo, S.P., M.Si.  
 Dr. Lidya Lestari Sitohang, S.Si., M.Sc.

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 explain the meaning of Geography research	<ol style="list-style-type: none"> <li>1.Students are able to explain the general meaning of research</li> <li>2.Students are able to explain the scope of Geography research</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Offline, lecture pulpit 3 X 50		<p><b>Material:</b> Introduction to research</p> <p><b>References:</b> <i>Creswell, John W. 2002. Research design qualitative and quantitative approach (2nd Edition). London: Sage.</i></p>	5%
2	Students are able to explain scientific truth and scientific language as principles of research	<ol style="list-style-type: none"> <li>1.Students are able to explain various outcomes of scientific work</li> <li>2.Students are able to differentiate between scientific work and general written work</li> <li>3.Students are able to explain scientific truths</li> <li>4.Students are able to explain the use of scientific language</li> </ol>	<p><b>Criteria:</b> Description rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Practice / Performance, Test</p>	Offline, 3 X 50 lectures		<p><b>Material:</b> Scientific truth</p> <p><b>References:</b> <i>Ihalauw, JJOI. 2004. Theory Building, Third Millennium Edition. Salatiga: Satyawacana University Press</i></p>	5%
3	Students are able to explain the characteristics of geographic research	<ol style="list-style-type: none"> <li>1.Students are able to explain the spatial approach</li> <li>2.Students are able to explain the ecological approach</li> <li>3.Students are able to explain the complex regional approach</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Offline, lecture pulpit 3 X 50		<p><b>Material:</b> Geographic research methods</p> <p><b>Reference:</b> <i>Yunus, HS 2010. Contemporary Regional Research Methods. Yogyakarta: Student Library</i></p> <p><b>Material:</b> Human geography research methods</p> <p><b>References:</b> <i>Hay, Ian. 2000. Qualitative Research Methods in Human Geography, Melbourne: Oxford University Press</i></p>	7%

4	Students are able to explain the characteristics of geographic research	<ol style="list-style-type: none"> <li>1. Students are able to explain the spatial approach</li> <li>2. Students are able to explain the ecological approach</li> <li>3. Students are able to explain the complex regional approach</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Offline, lecture pulpit 3 X 50		<p><b>Material:</b> Geographic research methods <b>Reference:</b> Yunus, HS 2010. <i>Contemporary Regional Research Methods</i>. Yogyakarta: Student Library</p> <hr/> <p><b>Material:</b> Human geography research methods <b>References:</b> Hay, Ian. 2000. <i>Qualitative Research Methods in Human Geography</i>, Melbourne: Oxford University Press</p>	5%
5	Students are able to formulate themes, topics and titles of geographic research	<ol style="list-style-type: none"> <li>1. Students are able to describe geographic research with the theme Human/Social Geography</li> <li>2. Students are able to describe research on the theme of Physical Geography</li> <li>3. Students are able to explain research on the theme of regional planning and development</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Offline, lecture pulpit 3 X 50		<p><b>Material:</b> themes and topics of spatial geographic research <b>Reference:</b> Yunus, HS 2010. <i>Contemporary Regional Research Methods</i>. Yogyakarta: Student Library</p> <hr/> <p><b>Material:</b> themes and topics of geographic research <b>Reference:</b> Tika, MP 2005. <i>Geography Research Methods</i>. Jakarta: Bumi Akasara</p>	10%
6	Students are able to formulate themes, topics and titles of geographic research	<ol style="list-style-type: none"> <li>1. Students are able to describe geographic research with the theme Human/Social Geography</li> <li>2. Students are able to describe research on the theme of Physical Geography</li> <li>3. Students are able to explain research on the theme of regional planning and development</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Offline, lecture pulpit 3 X 50		<p><b>Material:</b> themes and topics of spatial geographic research <b>Reference:</b> Yunus, HS 2010. <i>Contemporary Regional Research Methods</i>. Yogyakarta: Student Library</p> <hr/> <p><b>Material:</b> themes and topics of geographic research <b>Reference:</b> Tika, MP 2005. <i>Geography Research Methods</i>. Jakarta: Bumi Akasara</p>	5%

7	Students are able to explain the research paradigm	<ol style="list-style-type: none"> <li>1. Students are able to explain the qualitative research paradigm</li> <li>2. Students are able to explain the quantitative research paradigm</li> <li>3. Students are able to explain the combined research paradigm</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Offline, lecture pulpit 3 X 50		<p><b>Material:</b> Research paradigms <b>References:</b> <i>Creswell, John W. 2002. Research design qualitative and quantitative approach (2nd Edition). London: Sage.</i></p> <hr/> <p><b>Material:</b> Thinking paradigms <b>References:</b> <i>Ihalauw, JJOI. 2004. Theory Building, Third Millennium Edition. Salatiga: Satyawacana University Press</i></p>	5%
8	uts	accuracy of analysis	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Portfolio Assessment, Test</p>	2 X 50 test		<p><b>Material:</b> qualitative paradigm <b>Bibliography:</b> <i>Creswell, John W. 2002. Research design qualitative and quantitative approach (2nd Edition). London: Sage.</i></p>	5%
9	Students are able to apply systematic research proposal writing with integrity	<ol style="list-style-type: none"> <li>1. Students are able to explain the structure of writing scientific papers</li> <li>2. Students are able to explain logical and objective thinking in determining research problems</li> <li>3. Students are able to explain scientific work with integrity</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Offline, lecture pulpit 3 X 50		<p><b>Material:</b> Systematics of research writing <b>Reference:</b> <i>Tika, MP 2005. Geography Research Methods. Jakarta: Bumi Akasara</i></p> <hr/> <p><b>Material:</b> Research reporting <b>References:</b> <i>Moleong, LJ 2017. Qualitative Research Methodology (36th Printing). Bandung: Rosda</i></p>	5%

10	Students are able to apply systematic research proposal writing with integrity	<ol style="list-style-type: none"> <li>1.Students are able to explain the structure of writing scientific papers</li> <li>2.Students are able to explain logical and objective thinking in determining research problems</li> <li>3.Students are able to explain scientific work with integrity</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Offline, lecture pulpit 3 X 50		<p><b>Material:</b> Formulation of problem background, research questions and research objectives</p> <p><b>References:</b> <i>Yunus, HS 2010. Contemporary Regional Research Methods. Yogyakarta: Student Library</i></p> <hr/> <p><b>Material:</b> Formulation of problem background, research questions and research objectives</p> <p><b>References:</b> <i>Kitchin, R. and Tate, NJ, 2000. Conducting Research in Human Geography; Theory, Methodology, and Practice. Prentice Hall, Essex</i></p>	10%
11	Students are able to formulate a theoretical framework and framework of thinking	<ol style="list-style-type: none"> <li>1.Students are able to explain concepts or thoughts that guide in solving research problems</li> <li>2.Students are able to explain the tracing of scientific work or previous research using the latest technology</li> <li>3.Students are able to explain scientific work or previous research that is relevant to the research</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Offline, lecture pulpit 3 X 50		<p><b>Material:</b> Applying shell thinking in research</p> <p><b>References:</b> <i>Yunus, HS 2010. Contemporary Regional Research Methods. Yogyakarta: Student Library</i></p>	10%

12	Students are able to formulate a theoretical framework and framework of thinking	<ol style="list-style-type: none"> <li>1. Students are able to explain concepts or thoughts that guide in solving research problems</li> <li>2. Students are able to explain the tracing of scientific work or previous research using the latest technology</li> <li>3. Students are able to explain scientific work or previous research that is relevant to the research</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Practical Assessment</p>	Offline, lecture pulpit 3 X 50		<p><b>Material:</b> Applying shell thinking in research</p> <p><b>References:</b> <i>Yunus, HS 2010. Contemporary Regional Research Methods. Yogyakarta: Student Library</i></p>	5%
13	Students are able to explain research methods (quantitative and qualitative)	<ol style="list-style-type: none"> <li>1. Students are able to explain the differences between quantitative and qualitative research methods</li> <li>2. Students are able to explain qualitative data collection techniques such as interviews, focus group discussions, ethnographic approaches</li> <li>3. Students are able to explain quantitative data collection techniques such as surveys, censuses, image interpretation</li> <li>4. Students are able to explain research objects and samples</li> <li>5. Students are able to explain Geography research procedures which include pre-field, field and post-field</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Offline, pulpit lecture, 3 X 50 assignments		<p><b>Material:</b> Quantitative and qualitative research methods</p> <p><b>References:</b> <i>Creswell, John W. 2002. Research design qualitative and quantitative approach (2nd Edition). London: Sage.</i></p> <hr/> <p><b>Material:</b> Quantitative and qualitative research methods</p> <p><b>References:</b> <i>Widodo, BS 2015. Application of Quantitative and Qualitative Research Methodologies in Geography Research. GEOGRAPHY JOURNAL Geography and its Teaching. 13(2)</i></p>	5%

14	Students are able to explain research methods (quantitative and qualitative)	<ol style="list-style-type: none"> <li>1. Students are able to explain the differences between quantitative and qualitative research methods</li> <li>2. Students are able to explain qualitative data collection techniques such as interviews, focus group discussions, ethnographic approaches</li> <li>3. Students are able to explain quantitative data collection techniques such as surveys, censuses, image interpretation</li> <li>4. Students are able to explain research objects and samples</li> <li>5. Students are able to explain Geography research procedures which include pre-field, field and post-field</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Offline, pulpit lecture, 3 X 50 assignments		<p><b>Material:</b> Quantitative and qualitative research methods</p> <p><b>References:</b> <i>Creswell, John W. 2002. Research design qualitative and quantitative approach (2nd Edition). London: Sage.</i></p> <hr/> <p><b>Material:</b> Quantitative and qualitative research methods</p> <p><b>References:</b> <i>Widodo, BS 2015. Application of Quantitative and Qualitative Research Methodologies in Geography Research. GEOGRAPHY JOURNAL Geography and its Teaching. 13(2)</i></p>	7%
15	ability to analyze educational research instruments	<ol style="list-style-type: none"> <li>1. Students are able to plan a research proposal based on the systematics of writing scientific proposals</li> <li>2. Students are able to plan a research proposal presentation</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Offline, pulpit lecture, 3 x 50 assignments		<p><b>Material:</b> Preparing a research proposal</p> <p><b>References:</b> <i>Moleong, LJ 2017. Qualitative Research Methodology (36th Printing). Bandung: Rosda</i></p> <hr/> <p><b>Material:</b> Preparing a research proposal with integrity</p> <p><b>Reference:</b> <i>Tika, MP 2005. Geography Research Methods. Jakarta: Bumi Akasara</i></p>	6%
16	UAS	accuracy of analysis	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Test</p>	test		<p><b>Material:</b> quantitative</p> <p><b>Reference:</b> <i>Yunus, HS 2010. Contemporary Regional Research Methods. Yogyakarta: Student Library</i></p>	5%

No	Evaluation	Percentage
1.	Participatory Activities	19.33%
2.	Project Results Assessment / Product Assessment	45.5%
3.	Portfolio Assessment	8.5%
4.	Practical Assessment	5%
5.	Practice / Performance	12.5%
6.	Test	9.17%
		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.