	Universitas Negeri Surabaya Faculty of Economics and Business Bachelor of Management Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Research methodology	6120103088	Study Program Elective Courses	T=3 P=0 ECTS=4.77	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-5	(PLO 7) Graduates are able to manage organizations ethically
	PLO-7	(PLO 2) Graduates are able to communicate effectively
	PLO-14	(PLO 1) Graduates are able to master management theory as a whole
	Program Objectives (PO)	
	PO - 1	C4. Students are able to correctly differentiate the characteristics, procedures and use of quantitative methods and qualitative methods.
	PO - 2	C4. Students are able to organize data/phenomena and related previous research to find problems (gaps), select variables and research questions appropriately.
	PO - 3	P4. Students are able to systematically and completely assemble conceptual knowledge, skills and information to develop research proposals in the field of management according to scientific principles.
	PO - 4	A5. Students are able to show honest, intelligent and responsible character in studying research methods courses.
	PLO-PO Matrix	

P.O	PLO-5	PLO-7	PLO-14
PO-1			
PO-2			
PO-3			
PO-4			

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																
PO-2																
PO-3																
PO-4																

Short Course Description	This course discusses how to construct basic research concepts, problems, variables, theoretical frameworks, hypotheses, research designs, populations, samples, sampling techniques, data collection techniques, and data analysis techniques according to quantitative and qualitative approaches for preparing proposals and thesis research. Application of learning in class through analysis of examples of research articles, preferably international scale and reputable. Lectures are carried out with lectures, discussions, presentation assignments, and reflections.	
References	**Main :**	

1. Cooper, Emory and PamelaS. Schindler, 2003, Business ResearchMethods. McGraw-Hill.
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3. Ferdinand, Augusty, 2006, Structural Equation Modeling dalamPenelitian Manajemen Edisi 4. Semarang: Fakultas Ekonomi Universitas Diponegoro Semarang.
4. Indriantoro, Nur dan Supomo, Bambang. 1999. Metodologi Penelitian Bisnis .Yogyakarta: BPFE.
5. Malhotra, Naresh K., 2007, MarketingResearch: An Applied Orientation . New Jersey: Prentice-Hall, Inc.
6. Miles, Matthew B. dan A. Michel Huberman, 2007, Analisis Data Kualitatif: Buku Sumber tentang Metode-metode Baru. Jakarta:UIP Press
7. Moleong, Lexy J., 2000, Metode Penelitian Kualitatif , Edisi I. Bandung: Remaja Rosdakarya Offset.
8. Nazir,M., 2005, Metode Penelitian . Jakarta: Ghalia Indonesa
9. Pattilawa, Hamid, 2007, Metode Penelitian Kualitatif. Bandung: Alfabeta.
10. Sekaran, U., 2006, MetodologiPenelitian untuk Bisnis. Jakarta: Salemba Empat.
11. Siegel, Sidney, 1992, Statistik Nonparametrik untuk Ilmu-ilmu Sosial , Terjemahan ZanzawiSuyati dan Landung Simatupang. Jakarta : Gramedia.
12. Singgih Santoso, 2009, Panduan LengkapMenguasai SPSS 16 CD. Jakarta: Elex MediaKomputindo.
13. Soeratno dan Arsyad, Lincoln. 1995. Metodologi Penelitian Ekonomidan Bisnis . Yogyakarta: UPP AMP YKPN.
14. Sugiono, 2009,Metode Penelitian Kuantitatif, Kualitatif dan R&D. Alfabeta: Bandung
15. Wibisono, Dermawan. 2000. Riset Bisnis . Yogyakarta: BPFE.
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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. Identifying the position of research in the development of science. 2. Identify the characteristics of research according to research type	1. Students are able to differentiate between scientific and non-scientific truths. 2. Students are able to describe the position of research in the development of science 3. Students are able to describe the elements in the definition of research. 4. Students are able to explain the differences between quantitative and qualitative research according to basic axioms, processes and characteristics 5. Students are able to assess the competencies needed to conduct quantitative and qualitative research.	**Criteria:** 1. Perfect score if answered correctly 2. Non-test form: Summarizing lecture material **Form of Assessment** : Participatory Activities	Lectures, discussions and presentations, individual and group assignments (summarizing examples of qualitative research and quantitative research from journals or other scientific publications) 3 X 50		**Material:** the position of research in the development of science **Reference:** *Sugiono, 2009, Quantitative, Qualitative and R&D Research Methods. Alphabet: Bandung*	0%

2	1. Identifying the position of research in the development of science. 2. Identify the characteristics of research according to research type	1. Students are able to differentiate between scientific and non-scientific truths. 2. Students are able to describe the position of research in the development of science 3. Students are able to describe the elements in the definition of research. 4. Students are able to explain the differences between quantitative and qualitative research according to basic axioms, processes and characteristics 5. Students are able to assess the competencies needed to conduct quantitative and qualitative research.	**Criteria:** 1. Perfect score if answered correctly 2. Non-test form: Summarizing lecture material **Form of Assessment** : Participatory Activities	Lectures, discussions and presentations, individual and group assignments (summarizing examples of qualitative research and quantitative research from journals or other scientific publications) 3 X 50		**Material:** the position of research in the development of science **Reference:** *Sugiono, 2009, Quantitative, Qualitative and R&D Research Methods. Alphabet: Bandung*	3%
3	Formulate research hypotheses according to the theoretical framework, variables and conceptual models.	1. Students are able to describe the differences in concepts, constructs and variables. 2. Students are able to describe the types of variables. 3. Students are able to carry out literature studies to develop conceptual framework models. 4. Students are able to formulate research hypotheses. 5. Students are able to formulate statistical hypotheses.	**Criteria:** 1. Perfect score if answered correctly 2. Read and summarize articles from reputable journals and secondary data to identify and describe the formulation of: gaps (gap phenomena and research gaps), literature reviews, variables, conceptual models/frameworks, and hypotheses **Form of Assessment** : Participatory Activities	Lectures, discussions and presentations, individual and group assignments 3 X 50		**Material:** research hypothesis **References:** *Sugiono, 2009, Quantitative, Qualitative and R&D Research Methods. Alphabet: Bandung*	3%

4	Formulate research hypotheses according to the theoretical framework, variables and conceptual models.	1. Students are able to describe the differences in concepts, constructs and variables. 2. Students are able to describe the types of variables. 3. Students are able to carry out literature studies to develop conceptual framework models. 4. Students are able to formulate research hypotheses. 5. Students are able to formulate statistical hypotheses.	**Criteria:** 1. Perfect score if answered correctly 2. Read and summarize articles from reputable journals and secondary data to identify and describe the formulation of: gaps (gap phenomena and research gaps), literature reviews, variables, conceptual models/frameworks, and hypotheses **Form of Assessment** : Participatory Activities	Lectures, discussions and presentations, individual and group assignments 3 X 50		**Material:** research hypothesis **References:** *Sugiono, 2009, Quantitative, Qualitative and R&D Research Methods. Alphabet: Bandung*	4%
5	Identifying the criteria for a good sample. Determining the sample size	1. Students are able to apply probability and non-probability sampling techniques. 2. Students are able to assess sample quality criteria. 3. Students are able to determine the appropriate sample size.	**Criteria:** Perfect score if answered correctly **Form of Assessment** : Participatory Activities	Lectures, discussions and presentations, individual and group assignments 3 X 50		**Material:** sample criteria **References:** *Malhotra, Naresh K., 2007, MarketingResearch: An Applied Orientation. New Jersey: Prentice-Hall, Inc.*	4%
6	1. Identify data collection techniques. 2. Develop data collection instruments according to data needs.	1. Students are able to identify data needs. 2. Students are able to choose data collection techniques that suit the type of research 3. Students are able to prepare observation guidelines, interview guidelines, documentation and questionnaires	**Criteria:** Perfect score if answered correctly **Form of Assessment** : Participatory Activities	Lectures, discussions and presentations, individual and group assignments 3 X 50			4%

7	Measuring research variables. Testing the validity and reliability of measurement data.	1. Students are able to identify the type of data/number level from the measurement results 2. Students understand and apply psychological scale measurement techniques in questionnaire instruments 3. Students are able to test the validity and reliability of research instruments 4. Students identify sources of measurement error	**Criteria:** Perfect score if answered correctly **Form of Assessment** : Participatory Activities	Lectures, discussions and presentations, individual and group assignments 3 X 50			3%
8	-	-	**Criteria:** - **Form of Assessment** : Project Results Assessment / Product Assessment	- 3 X 50			20%
9	Identifying data analysis techniques that are in accordance with the conceptual model, hypothesis and level of numbers used to measure variables. Using statistical data processing software to test validity, reliability and hypothesis testing.	1. Students are able to choose appropriate statistical techniques 2. Students are able to prepare data to be analyzed 3. Students are able to practice statistical software to process data 4. Students are able to interpret SPSS software output for descriptive, comparative and associative statistical techniques	**Criteria:** Perfect score if answered correctly **Form of Assessment** : Participatory Activities	Lectures, individual and group assignments 3 X 50			3%
10	Identify qualitative research designs.	Students are able to identify various types of qualitative research	**Criteria:** Perfect score if answered correctly **Form of Assessment** : Participatory Activities	Lectures, discussions and presentations, individual and group assignments 3 X 50			3%
11	Identify the uses of case studies.	1. Students are able to differentiate case study research from other qualitative research 2. Students are able to identify case study research 3. Students are able to identify case study designs	**Criteria:** Perfect score if answered correctly **Form of Assessment** : Participatory Activities	Lectures, discussions and presentations, individual and group assignments 3 X 50			3%

12	Identifying the process of qualitative research data analysis.	Students are able to identify the Miles and Huberman model of qualitative data analysis	**Criteria:** Perfect score if answered correctly **Form of Assessment** : Participatory Activities	Lectures, discussions and presentations, individual and group assignments 3 X 50			3%
13	Analyzing qualitative research data	1. Students are able to identify case study research data analysis. 2. Students are able to reduce, describe and draw conclusions from qualitative research data.	**Criteria:** Perfect score if answered correctly **Form of Assessment** : Participatory Activities	Lectures, discussions and presentations, individual and group assignments 3 X 50			0%
14	Identifying tests of the validity of qualitative research data.	Students are able to differentiate qualitative research data quality tests from quantitative research.	**Criteria:** Perfect score if answered correctly **Form of Assessment** : Participatory Activities	Lectures, discussions and presentations, individual and group assignments 3 X 50			3%
15	Identifying tests of the validity of qualitative research data.	Students are able to identify credibility, transferability, dependability and confirmability tests in qualitative research.	**Criteria:** Perfect score if answered correctly **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions and presentations, individual and group assignments 3 X 50			4%
16	Final exams		**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	150			40%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	58%
2.	Project Results Assessment / Product Assessment	42%
		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.