	Universitas Negeri Surabaya Faculty of Languages and Arts Bachelor of Music Arts Study Program	**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Music Research Methodology		9122102082		T=2	P=0	ECTS=3.18	6	July 19, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Agus Suwahyono, S.Sn., M.Pd.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

Short Course Description	Study the nature of research, types of research, criteria for selecting research problems, problem formulation, hypotheses/assumptions, variables, operational definitions of variables, research designs, artistic theories, data collection techniques, data analysis techniques, population and samples and research targets , and writing research proposals.

References	**Main :**

1. Bungin, H.M.Burhan. 2008. Penelitian Kualitatif, Komunikasi, Ekonomi, Kebijakan Publik dan Ilmu Sosial Lainnya. Jakarta : Kencana.
2. Sugiono, 2005, Memahami Penelitian Kualitatif . Bandung : CV. Alfabeta.
3. Soedarsono, 2001, Metodologi Penelitian Seni Pertunjukan dan Seni Rupa. Bandung: MSPI.
4. Spradley, James P., 2007, Metode Etnografi. Yogyakarta: Tiara Wacana.
5. Tim Penyusun. 2006. Panduan Penulisan dan Penilaian Skripsi Universitas Negeri Surabaya .
6. Tim Penyusun. 2005. Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan . Jakarta : Pusat Bahasa Departemen Pendidikan Nasional.

Supporters:

Supporting lecturer	Moh Sarjoko, S.Sn., M.Pd. Budi Dharmawanputra, 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	Explain the nature of art research	Able to explain the nature of art research. Able to explain the meaning and types of research	**Criteria:** 1. Students are able to explain the nature of art research well 2. Students are able to explain the meaning of Art Research correctly 3. Students are able to name the type of research correctly	Lectures and Questions and Answers 2 X 50			0%
2	Mastering topic selection, preliminary studies and interesting research titles	Students are able to choose topics, preliminary studies and interesting research titles	**Criteria:** Students are able to choose topics, preliminary studies and interesting research titles	Lectures, discussions, questions and answers 4 X 50			0%
3	Mastering topic selection, preliminary studies and interesting research titles	Students are able to choose topics, preliminary studies and interesting research titles	**Criteria:** Students are able to choose topics, preliminary studies and interesting research titles	Lectures, discussions, questions and answers 4 X 50			0%
4	Understand the preparation of qualitative and quantitative research proposals and research reports	Students are able to differentiate between qualitative and quantitative research proposals	**Criteria:** Students are able to explain the differences between quantitative research and qualitative research correctly	Lecture, Discussion, question and answer 1 X 1			0%
5	Understand the preparation of qualitative and quantitative research proposals and research reports	Students are able to differentiate between qualitative and quantitative research proposals	**Criteria:** Students are able to explain the differences between quantitative research and qualitative research correctly	Lecture, Discussion, question and answer 1 X 1			0%
6	Mastering the writing of the Introduction (background of the problem, problem formulation, objectives and benefits of the research). Mastering the writing of literature reviews, bibliography, quotations and other writing systems in the thesis	Students are able to write an introduction (background of the problem, problem formulation, objectives and benefits of research). Students are able to write a literature review, bibliography, quotations and other writing systems in their thesis	**Criteria:** 1. Students are able to write an introduction (background of the problem, problem formulation, objectives and benefits of the research 2. Students are able to compile literature reviews, bibliography, quotations and other writing systems in their thesis	Lectures, discussions, questions and answers and assignments 6 X 50			0%
7	Mastering the writing of the Introduction (background of the problem, problem formulation, objectives and benefits of the research). Mastering the writing of literature reviews, bibliography, quotations and other writing systems in the thesis	Students are able to write an introduction (background of the problem, problem formulation, objectives and benefits of research). Students are able to write a literature review, bibliography, quotations and other writing systems in their thesis	**Criteria:** 1. Students are able to write an introduction (background of the problem, problem formulation, objectives and benefits of the research 2. Students are able to compile literature reviews, bibliography, quotations and other writing systems in their thesis	Lectures, discussions, questions and answers and assignments 6 X 50			0%

8	Mastering the writing of the Introduction (background of the problem, problem formulation, objectives and benefits of the research). Mastering the writing of literature reviews, bibliography, quotations and other writing systems in the thesis	Students are able to write an introduction (background of the problem, problem formulation, objectives and benefits of research). Students are able to write a literature review, bibliography, quotations and other writing systems in their thesis	**Criteria:** 1.Students are able to write an introduction (background of the problem, problem formulation, objectives and benefits of the research 2.Students are able to compile literature reviews, bibliography, quotations and other writing systems in their thesis	Lectures, discussions, questions and answers and assignments 6 X 50			0%
9	Understanding Research Methods/CHAPTER III Research Proposals which include Research Approaches, data sources, research variables, sampling techniques, various data collection techniques, data analysis and data validity	Students are able to explain in their proposals matters related to research methods, which include research approaches, data sources, research variables, sampling techniques, various data collection techniques, data analysis and data validity.	**Criteria:** Students are able to understand the parts of research methods well and organize them in a research proposal	Lectures, discussions and assignments 2 X 50			0%
10	Understanding Research Methods/CHAPTER III Research Proposals which include Research Approaches, data sources, research variables, sampling techniques, various data collection techniques, data analysis and data validity	Students are able to explain in their proposals matters related to research methods, which include research approaches, data sources, research variables, sampling techniques, various data collection techniques, data analysis and data validity.	**Criteria:** Students are able to understand the parts of research methods well and organize them in a research proposal	Lectures, discussions and assignments 2 X 50			0%
11	Understanding the preparation of art research proposals (Chapters I to III) (Used as UTS)	Students are able to prepare art research proposals well	**Criteria:** Students are able to prepare art research proposals well	Assignment 2 X 50			0%
12	Understanding arts research proposals	Students can review art research proposals well	**Criteria:** Students can correct art research proposals in detail and well.	Paired corrections to the art research proposal that has been prepared 2 X 50			0%

13	Understand the importance of the substance of the content and correct writing in an arts research proposal	Students are able to revise each part of their research proposal (both in substance and writing) properly and correctly. Students are able to add important points to their artistic research proposal. Students are able to search for literature that supports their research proposal, both from scientific journals and textbooks that are relevant and up to date	**Criteria:** 1. Students are able to revise each part of their research proposal (both in substance and writing) properly and correctly. 2. Students are able to add important points to an art research proposal carefully 3. Students are able to search for literature that supports their research proposals, both from scientific journals and textbooks that are relevant and up to date	DiscussionAssignment 6 X 50			0%
14	Understand the importance of the substance of the content and correct writing in an arts research proposal	Students are able to revise each part of their research proposal (both in substance and writing) properly and correctly. Students are able to add important points to their artistic research proposal. Students are able to search for literature that supports their research proposal, both from scientific journals and textbooks that are relevant and up to date	**Criteria:** 1. Students are able to revise each part of their research proposal (both in substance and writing) properly and correctly. 2. Students are able to add important points to an art research proposal carefully 3. Students are able to search for literature that supports their research proposals, both from scientific journals and textbooks that are relevant and up to date	DiscussionAssignment 2 X 50			0%
15	Understand the importance of the substance of the content and correct writing in an arts research proposal	Students are able to revise each part of their research proposal (both in substance and writing) properly and correctly. Students are able to add important points to their artistic research proposal. Students are able to search for literature that supports their research proposal, both from scientific journals and textbooks that are relevant and up to date	**Criteria:** 1. Students are able to revise each part of their research proposal (both in substance and writing) properly and correctly. 2. Students are able to add important points to an art research proposal carefully 3. Students are able to search for literature that supports their research proposals, both from scientific journals and textbooks that are relevant and up to date	DiscussionAssignment 6 X 50			0%

16	Able to understand the Preparation of Art Research Proposals (UAS)	students are able to submit a revised research proposal	**Criteria:** students are able to submit revised research proposals in a timely manner	Gathering proposals and reflecting on the process of preparing proposals 2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.