



**Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Sociology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

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|---|--|---|-----------------------------------|---|----------------------------------|--|------------------------------|---|---|----|----|----|----|----|----|----|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to Sociological Research Methods | 6920102144 | | T=2 P=0 ECTS=3.18 | 1 | July 17, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Dr. Agus Machfud Fauzi, M.Si. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> </tr> </table> | | | | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table> | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | This course provides students with an understanding of the basic concepts of sociological research methodology starting from research paradigms, social research, types of social research, characteristics of various types of social research and elements of various types of social research. Students are able to make a presentation for a contemporary sociological research proposal using either quantitative or qualitative methods. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Singarimbun, MasridanSofian Effendi (Penyunting). 2002. Metode Penelitian Survey. Jakarta: LP3ES 2. Koentjaraningrat (Penyunting). 1985. Metode Penelitian Masyarakat . Jakarta: Gramedia 3. Denzin, N.K. dan Y.S. Lincoln (eds.). 2009. Handbook of Qualitative Research . (Penerjemah: Dariyatno, dkk). Yogyakarta: PustakaBelajar 4. Azwar, Saifudin. 2003. Reliabilitas dan Validitas. Yogyakarta: Pustaka Pelajar 5. Ritzer, George. 2000. Sosiologi Ilmu Berparadigma Ganda. Terjemahan. Jakarta: Rajawali Press | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Arief Sudrajat, S.Ant., M.Si. Pambudi Handoyo, S.Sos., M.A. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|---|--|---|---|--|----|
| 1 | Understand basic knowledge, reality, approaches, sociological paradigms | <ol style="list-style-type: none"> 1. Explain the meaning of research methods 2. Explain the types of research | <p>Criteria: Able to understand the definition of research methods, history of qualitative research, history of quantitative research, research ethics and research traditions. Able to understand types of research based on the objectives and level of naturalness of the object being studied</p> <p>Form of Assessment : Participatory Activities</p> | Behavioristic/Expository/Lecture Approach 3 X 50 | <p>Material: Basics of knowledge and science, basic concepts; paradigm; and basic map of research approaches</p> <p>Pustaka: <i>Singarimbun, Masridan Sofian Effendi (Editor). 2002. Survey Research Methods. Jakarta: LP3ES</i></p> <hr/> <p>Material: Basics of knowledge and science, basic concepts; paradigm; and a basic map of research approaches</p> <p>Bibliography: <i>Denzin, NK and YS Lincoln (eds.). 2009. Handbook of Qualitative Research. (Translator: Daryatno, et al). Yogyakarta: PustakaBelajar</i></p> | 5% |
| 2 | Understanding theoretical perspectives in a sociological approach | <ol style="list-style-type: none"> 1. Explain the meaning and differences between quantitative and qualitative research methods 2. Explain the research paradigm | <p>Criteria: Able to explain the meaning of qualitative and quantitative methods, the differences between qualitative and quantitative research (axiomatic differences, research processes and research characteristics). Able to understand various competing research paradigms in sociological research</p> <p>Form of Assessment : Participatory Activities</p> | Behavioristic/Economic Approach/Lectures 3 X 50 | <p>Material: Understanding qualitative and quantitative methods, differences between qualitative and quantitative research (axiomatic differences, research process and research characteristics)</p> <p>References: <i>Singarimbun, Masridan Sofian Effendi (Editor). 2002. Survey Research Methods. Jakarta: LP3ES</i></p> <hr/> <p>Material: □ Various competing research paradigms in sociological research</p> <p>Reader: <i>Koentjaraningrat (Editor). 1985. Community Research Methods. Jakarta: Gramedia</i></p> <hr/> <p>Material: □ Various competing research paradigms in sociological research</p> <p>Bibliography: <i>Singarimbun, Masridan Sofian Effendi (Editor). 2002. Survey Research Methods. Jakarta: LP3ES</i></p> | 5% |

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|---|---|---|--|--|--|---|----|
| 3 | Understanding the research process | Explains the research process, variables and quantitative research paradigm | <p>Criteria: Able to understand the quantitative research process Able to understand the research problem Able to understand the problem formulation Able to understand research variables Able to understand the quantitative research paradigm</p> <p>Form of Assessment : Participatory Activities</p> | Behavioristic/Economic Approach/Lectures 3 X 50 | | <p>Material: Quantitative research process, problem, problem formulation, research variables, research paradigm, finding problems Reader: <i>Singarimbun, MasridanSofian Effendi (Editor). 2002. Survey Research Methods. Jakarta: LP3ES</i></p> <p>Material: Quantitative research process, problem, problem formulation, research variables, research paradigm, finding problems Reader: <i>Koentjaraningrat (Editor). 1985. Community Research Methods. Jakarta: Gramedia</i></p> | 5% |
| 4 | Understanding the framework of thinking in research | Explains the theoretical basis, framework for thinking and proposing hypotheses | <p>Criteria: Able to understand the function of theory in research Able to understand the focus of theory Able to understand the description of theory Able to understand the framework of thinking Able to understand research hypotheses</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p> | Behavioristic/Economic Approach/Lectures 3 X 50 | | <p>Material: Definition of theory, levels and focus of theory, use of theory in research, description of theory, framework of thinking, hypothesis. Bibliography: <i>Singarimbun, Masridan Sofian Effendi (Editor). 2002. Survey Research Methods. Jakarta: LP3ES</i></p> <p>Material: Definition of theory, levels and focus of theory, use of theory in research, description of theory, framework of thinking, hypothesis. Bibliography: <i>Koentjaraningrat (Editor). 1985. Community Research Methods. Jakarta: Gramedia</i></p> | 5% |
| 5 | Understanding the framework of thinking in research | Explain the population and sample creation | <p>Criteria: Able to understand the meaning of population Able to understand the meaning of sample Able to understand sampling techniques Able to understand determining sample size Able to understand sample size and sampling sample members</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p> | Behavioristics/Economics/Lectures 3 X 50 | | <p>Material: Population, sample, sampling technique, determining sample size, example of determining sample size, how to take sample members Reader: <i>Singarimbun, MasridanSofian Effendi (Editor). 2002. Survey Research Methods. Jakarta: LP3ES</i></p> | 5% |

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| 6 | Understanding the framework of thinking in research | <p>1.Explaining measurement scales and research instruments (making questionnaires)</p> <p>2.Explain data collection techniques</p> | <p>Criteria:</p> <p>1.Able to explain various measurement scales, research instruments,</p> <p>2.Able to explain the validity and reliability of the instrument,</p> <p>3.Able to explain instrument validity and reliability testing,</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p> | Behavioristics/Economics/Lectures 3 X 50 | | <p>Material: <input type="checkbox"/></p> <p>Various measurement scales, research instruments, how to compose instruments, validity and reliability of instruments, testing the validity and reliability of instruments, making interview questionnaires, questionnaires (questionnaires)</p> <p>Library: <i>Singarimbun, MasridanSofian Effendi (Editor). 2002. Survey Research Methods. Jakarta: LP3ES</i></p> <hr/> <p>Material: <input type="checkbox"/></p> <p>Various measurement scales, research instruments, how to compose instruments, validity and reliability of instruments, testing the validity and reliability of instruments, making interview questionnaires, questionnaires (questionnaires)</p> <p>Library: <i>Koentjaraningrat (Editor). 1985. Community Research Methods. Jakarta: Gramedia</i></p> | 5% |
| 7 | Understanding the framework of thinking in research | Explain data analysis | <p>Criteria:</p> <p>Able to understand how to code data. Able to understand data processing. Able to understand the principles of data analysis</p> <p>Form of Assessment : Practice / Performance</p> | Behavioristics/Economics/Lectures 3 X 50 | | <p>Material: Data analysis: <input type="checkbox"/></p> <p>Coding data, <input type="checkbox"/> data processing, <input type="checkbox"/> principles of data analysis, standardization analysis methods</p> <p>Readers: <i>Singarimbun, MasridanSofian Effendi (Editor). 2002. Survey Research Methods. Jakarta: LP3ES</i></p> <hr/> <p>Material: Data analysis: <input type="checkbox"/></p> <p>Coding data, <input type="checkbox"/> data processing, <input type="checkbox"/> principles of data analysis, standardization analysis methods</p> <p>Reader: <i>Azwar, Saifudin. 2003. Reliability and Validity. Yogyakarta: Student Library</i></p> | 5% |
| 8 | Understanding the framework of thinking in research | UTS | <p>Form of Assessment : Participatory Activities, Tests</p> | 3 X 50 | | | 15% |
| 9 | Understand the Qualitative research paradigm | Explain the qualitative research paradigm | <p>Form of Assessment : Participatory Activities, Practice/Performance</p> | Behavioristics/Economics/Lectures 3 X 50 | | <p>Material: Various competing paradigms in qualitative research: <input type="checkbox"/></p> <p>constructivist-interpretivist approach in human research, <input type="checkbox"/></p> <p>phenomenological approach, <input type="checkbox"/></p> <p>ethnographic approach, feminist approach.</p> <p>Bibliography: <i>Ritzer, George. 2000. Sociology of Science with a Dual Paradigm. Translation. Jakarta: Rajawali Press</i></p> | 5% |

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| 10 | Understand the Qualitative research paradigm | Explains problem formulation in qualitative research | Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | Constructivist/Cooperative Learning/Discussion 3 X 50 | | Material: Various competing paradigms in qualitative research: <input type="checkbox"/> constructivist-interpretivist approach in human research, <input type="checkbox"/> phenomenological approach, <input type="checkbox"/> ethnographic approach, feminist approach. Bibliography: <i>Ritzer, George. 2000. Sociology of Science with a Dual Paradigm. Translation. Jakarta: Rajawali Press</i> | 5% |
| 11 | Implementing theoretical approaches/perspectives/methods into proposals | Explain the stages of qualitative research | Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | Constructivist/Cooperative Learning/Discussion 3 X 50 | | Material: Research formulation and focus based on qualitative research type Interview Guide, Observation Guide, logbook, field notes and bibliography: <i>Denzin, NK and YS Lincoln (eds.). 2009. Handbook of Qualitative Research. (Translator: Daryatno, et al). Yogyakarta: PustakaBelajar</i> | 5% |
| 12 | Implementing theoretical approaches/perspectives/methods into proposals | | Form of Assessment : Participatory Activities | Behavioristics/Economics/Lectures 3 X 50 | | Material: Research formulation and focus based on qualitative research types. References: <i>Denzin, NK and YS Lincoln (eds.). 2009. Handbook of Qualitative Research. (Translator: Daryatno, et al). Yogyakarta: PustakaBelajar</i> | 5% |

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| 13 | Implementing theoretical approaches/perspectives/methods into proposals | Explains data analysis and interpretation | Criteria: 5 Form of Assessment : Participatory Activities | Behavioristics/Economics/Lectures 3 X 50 | | Material: Categorical Analysis, Domain, Componential, Cultural Themes, Discourse, Framing, etc. References: <i>Denzin, NK and YS Lincoln (eds.). 2009. Handbook of Qualitative Research. (Translator: Dariyatno, et al). Yogyakarta: PustakaBelajar</i> | 5% |
| 14 | Conduct simple qualitative research and qualitative articles. | Explain the criteria and techniques for checking data validity | Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | Behavioristic/Expository/Lecture 3 X 50 | | Material: Problem identification, problem formulation, research focus, research objectives, literature review, research methods, conducting observations, interviews, etc., making qualitative reports in the form of articles. Library: <i>Koentjaraningrat (Editor). 1985. Community Research Methods. Jakarta: Gramedia</i> <hr/> Material: Problem identification, problem formulation, research focus, research objectives, literature review, research methods, conducting observations, interviews, etc., making a qualitative report in the form of an article. Reference: <i>Denzin, NK and YS Lincoln (eds.). 2009. Handbook of Qualitative Research. (Translator: Dariyatno, et al). Yogyakarta: PustakaBelajar</i> | 5% |

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| 15 | Conduct simple qualitative research and qualitative articles. | Explain research report writing techniques | Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | Behavioristic/Expository/Lecture 3 X 50 | | Material: Problem identification, problem formulation, research focus, research objectives, literature review, research methods, conducting observations, interviews, etc., making qualitative reports in the form of articles. Reader: Ritzer, George. 2000. <i>Sociology of Science with a Dual Paradigm. Translation.</i> Jakarta: Rajawali Press Material: Problem identification, problem formulation, research focus, research objectives, literature review, research methods, conducting observations, interviews, etc., making a qualitative report in the form of an article. Reference: Denzin, NK and YS Lincoln (eds.). 2009. <i>Handbook of Qualitative Research.</i> (Translator: Daryatno, et al). Yogyakarta: PustakaBelajar | 5% |
| 16 | Apply sociological research methodology to become an analyst and researcher of development and education problems | UAS | Criteria: UAS Form of Assessment : Test | UAS 3 X 50 | | | 15% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 52.5% |
| 2. | Project Results Assessment / Product Assessment | 10% |
| 3. | Practice / Performance | 15% |
| 4. | Test | 22.5% |
| | | 100% |

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.