



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Mtd. Pen. Qualitative Sociology	6920103121		T=3	P=0	ECTS=4.77	0	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Agus Machfud Fauzi, M.Si.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
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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: 30px; 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
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description Qualitative Research Methods is one of the mandatory courses for Sociology students to deepen how Sociological research methods work. This course presents the nature of qualitative research, various qualitative approaches and their basic principles, data collection and processing techniques, as well as techniques for preparing qualitative proposals. Lectures are carried out using a system of case analysis, presentations and discussions

References	Main :	
		<ol style="list-style-type: none"> 1. Jujun S. Sumantri, 2009.Filsafat Ilmu: Sebuah Pengantar Populer.Bandung: Sinar Harapan 2. Dedy Mulyana, 2008.Metodologi Penelitian Kualitatif.Bandung: Rosdakarya 3. Lexy J. Moleong, 2013.Metodologi Penelitian Kualitatif.Bandung: Rosdakarya 4. Agus Salim, 2002.Teoris dan Paradigma Penelitian Sosial.Yogyakarta: Tiara Wacana 5. Audivax, 2008.Research.Yogyakarta: Jalasutra 6. Burhan Bungin, 2001.Metodologi Penelitian Kualitatif.Jakarta: Rajawali Press 7. Burhan Bungin, 2003.Analisis Data Penelitian Kualitatif. Jakarta: Raja Garfindo Persada 8. Sadewo, FX Sri. 2017.Meneliti itu Mudah (Petunjuk Praktis Penelitian Kualitatif).Surabaya: Unesa Press. 9. Denzim K., and Yvonna S. Lincoln, 1994.Handbook Of Qualitative Research.London: SAGE Publication. 10. Atkinson, et.all 2001.Handbook Of Ethnography.London: SAGE Publication
	Supporters:	

Supporting lecturer ARI WAHYUDI
Drs. Fransiscus Xaverius Sri Sadewo, M.Si.
Dr. M. Jacky, S.Sos., 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	Mastering the background of qualitative approaches in social science research to solve development and education problems	Identifying logic, paradigms and perspectives in qualitative research	Criteria: If true, then the value = 100	Lectures and discussions 3 X 50			0%
2	Mastering the background of qualitative approaches in social science research to solve development and education problems	Identifying logic, paradigms and perspectives in qualitative research	Criteria: If true, then the value = 100	Lectures and discussions 3 X 50			0%
3	Mastering the theoretical perspective used in research with a qualitative approach.	Explains the five theoretical perspectives in the Qualitative Approach and implications	Criteria: If it is clear and precise, then value = 100	Watching films, lectures and discussions 3 X 50			0%
4	Mastering the theoretical perspective used in research with a qualitative approach.	Explains the five theoretical perspectives in the Qualitative Approach and implications	Criteria: If it is clear and precise, then value = 100	Watching films, lectures and discussions 3 X 50			0%
5	Able to design social science research with a qualitative approach to solve development and education problems	1.Explain the types of research based on a theoretical perspective; 2.Explain the formulation and research objectives	Criteria: If true, then the value = 100. Depending on the level of error, the value decreases. Not true at all value=0	Social investigation 3 X 50			0%
6	Able to design social science research with a qualitative approach to solve development and education problems	1.Explain the types of research based on a theoretical perspective; 2.Explain the formulation and research objectives	Criteria: If true, then the value = 100. Depending on the level of error, the value decreases. Not true at all value=0	Social investigation 3 X 50			0%
7	Able to design social science research with a qualitative approach to solve development and education problems	1.Explain the types of research based on a theoretical perspective; 2.Explain the formulation and research objectives	Criteria: If true, then the value = 100. Depending on the level of error, the value decreases. Not true at all value=0	Social investigation 3 X 50			0%
8	Able to do UTS questions	Able to do UTS questions	Criteria: If it is correct, then the score = 100. If it is wrong or inaccurate in the explanation, it will depend on the assessment.	Face to face (Written Exam) 3 X 50			0%
9	Able to do UTS questions	Able to do UTS questions	Criteria: If it is correct, then the score = 100. If it is wrong or inaccurate in the explanation, it will depend on the assessment.	Face to face (Written Exam) 3 X 50			0%

10	Able to manage and process data well	Explain data management and data processing	Criteria: If correct, then value = 100. The value will decrease according to the level of error.	social investigation 3 X 50			0%
11	Able to manage and process data well	Explain data management and data processing	Criteria: If correct, then value = 100. The value will decrease according to the level of error.	social investigation 3 X 50			0%
12	Able to carry out qualitative data analysis to solve development and education problems	Explain data analysis	Criteria: If correct, then the value is 100. The value decreases according to the level of error.	Social investigation 3 X 50			0%
13	Able to design, carry out simple field research, and present reports, as well as write articles.	Create research proposals, instruments, field notes, logbooks and articles.	Criteria: Perfect score, if participation and results are perfect.	Social investigation 3 X 50			0%
14	Able to design, carry out simple field research, and present reports, as well as write articles.	Create research proposals, instruments, field notes, logbooks and articles.	Criteria: Perfect score, if participation and results are perfect.	Social investigation 3 X 50			0%
15	Able to design, carry out simple field research, and present reports, as well as write articles.	Create research proposals, instruments, field notes, logbooks and articles.	Criteria: Perfect score, if participation and results are perfect.	Social investigation 3 X 50			0%
16	Able to design, carry out simple field research, and present reports, as well as write articles.	Create research proposals, instruments, field notes, logbooks and articles.	Criteria: Perfect score, if participation and results are perfect.	Social investigation 3 X 50			0%

Evaluation Percentage Recap: Case Study

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.

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.