



**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
Quantitative Sociological Research Methods	6920102285		T=2	P=0	ECTS=3.18	2	July 17, 2024

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

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		P.O																																															
	PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course provides understanding and trains students to master the skills of identifying quantitative research problems, identifying concepts, propositions, variables and relationships between variables and formulating hypotheses. Next, students will be given the skills to determine populations and samples, sample size, and sampling techniques. Students are also trained to design data collection procedures, data analysis, and data validity and reliability. At the end of the lecture, students practice independently compiling research proposals using quantitative research methods.
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References	Main :	<ol style="list-style-type: none"> 1. Singarimbun, Masri dan Sofian Effendi (Penyunting). 2015. Metode Penelitian Survey. (Edisi Revisi). Jakarta: LP3ES. 2. Koentjaraningrat (Penyunting). 1985. Metode Penelitian Masyarakat. Jakarta: Gramedia 3. Azwar, Saifudin. 2003. Reliabilitas dan Validitas. Yogyakarta: Pustaka Pelajar. 4. Burhan Bungin. 2010. Metodologi Penelitian Sosial: Format-format Kuantitatif dan Kualitatif. Cetakan Pertama. Surabaya: Airlangga University Press. 5. Sugiyono. 2008. Metode Penelitian Kuantitatif, Kualitatif dan R & D. Bandung: Alfabeta.
	Supporters:	

Supporting lecturer	Pambudi Handoyo, S.Sos., M.A. Mochamad Arif Affandi, S.IP., M.Si.
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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	Apply sociological research methodology to become an analyst and researcher of development and education problems	· Explain the meaning of quantitative sociological research methods. Identify quantitative research problems	Form of Assessment : Participatory Activities	Behavioristic/ Expository/ Lecture Approach 3 X 50			5%
2	Apply sociological research methodology to become an analyst and researcher of development and education problems	· Develop the background of the problem. Develop the limitations, objectives and benefits of the research	Form of Assessment : Participatory Activities	Behavioristic/ Ecopository/ Lecture Approach 3 X 50			5%
3	Apply sociological research methodology to become an analyst and researcher of development and education problems	Identifying quantitative research variables	Form of Assessment : Participatory Activities	Behavioristic/ Ecopository/ Lecture Approach 3 X 50			5%
4	Apply sociological research methodology to become an analyst and researcher of development and education problems	Formulate research hypotheses	Form of Assessment : Participatory Activities	Behavioristic/ Ecopository/ Lecture Approach 3 X 50			5%
5	Apply sociological research methodology to become an analyst and researcher of development and education problems	Explain population and sample creation	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Behavioristics/ Economists/ Lectures 3 X 50			6%
6	Apply sociological research methodology to become an analyst and researcher of development and education problems	· Explain sampling techniques	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Behavioristics/ Economists/ Lectures 3 X 50			6%
7	Apply sociological research methodology to become an analyst and researcher of development and education problems	· Explain sampling techniques	Form of Assessment : Project Results Assessment / Product Assessment	Behavioristics/ Economists/ Lectures 3 X 50			5%
8	Apply sociological research methodology to become an analyst and researcher of development and education problems	UTS	Form of Assessment : Test	UTS Write 3 X 50			10%
9	Students are able to prepare quantitative research instruments	Develop quantitative research instruments	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Constructivist Cooperative Learning Discussion 3 X 50			5%

10	Students are able to prepare quantitative research instruments	Develop quantitative research instruments	Form of Assessment : Project Results Assessment / Product Assessment	Constructivist Cooperative Learning Discussion 3 X 50			5%
11	Students have the ability to formulate data collection techniques	Formulate data collection techniques	Form of Assessment : Project Results Assessment / Product Assessment	Constructivist Cooperative Learning Discussion 3 X 50			7%
12	Students have the ability to formulate data collection techniques	Formulate data collection techniques	Form of Assessment : Project Results Assessment / Product Assessment	Constructivist Cooperative Learning Discussion 3 X 50			5%
13	Students have the ability to explain and measure the validity and reliability of quantitative research data	1.Explain and measure the validity of quantitative research data 2.Explain and measure the reliability of quantitative research data	Form of Assessment : Project Results Assessment / Product Assessment	Constructivist Cooperative Learning Discussion 3 X 50			7%
14	Students have the ability to formulate quantitative data analysis techniques	Quantitative Data Analysis Techniques	Form of Assessment : Project Results Assessment / Product Assessment	Constructivist Cooperative Learning Discussion 3 X 50			7%
15	Students have the ability to formulate quantitative data analysis techniques	Quantitative Data Analysis Techniques	Form of Assessment : Project Results Assessment / Product Assessment	Constructivist Cooperative Learning Discussion 3 X 50			7%
16			Form of Assessment : Test	3 X 50			10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	28.5%
2.	Project Results Assessment / Product Assessment	51.5%
3.	Test	20%
		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.
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.