	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
Sociological Research Design		6920102154				**T=2**	**P=0**	**ECTS=3.18**	6	July 18, 2024

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

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	<table><tr><td>P.O</td></tr></table>
	PO Matrix at the end of each learning stage (Sub-PO)
	<table><tr><td>P.O</td><td colspan="16">Week</td></tr><tr><td></td><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>

Short Course Description	This course focuses on giving students the skills to prepare research proposals that can be followed up with a thesis. Research proposals use either quantitative, qualitative or mixed research methods. Firstly, students are trained to formulate a research topic, research title, review books, journals and existing research, then formulate the background, problem statement, objectives and benefits of the research. Students are also trained to formulate theoretical studies and research methods. The research proposals that have been prepared are presented in seminars using power point media. This course uses a direct learning model

References	**Main :**
	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. Teori 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	Drs. Martinus Legowo, M.A. Dr. Sugeng Harianto, M.Si. Drs. Fransiscus Xaverius Sri Sadewo, M.Si. Arief Sudrajat, S.Ant., M.Si. Dr. M. Jacky, S.Sos., M.Si. Dr. Agus Machfud Fauzi, M.Si. Pambudi Handoyo, S.Sos., M.A. Diyah Utami, S.Sos., M.M. Mochamad Arif Affandi, S.IP., M.Si. Dr. Refti Handini Listyani, S.Sos., M.Si. Moh. Mudzakkir, S.Sos., M.A., Ph.D. Farid Pribadi, S.Sos., M.Sosio.

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	Master and apply sociological research methodology and publish research results to become an analyst and researcher on development and education issues	1.Determine the research topic 2.Formulate the research title	**Form of Assessment** : Participatory Activities	Constructivist approach/Direct learning 2 X 50			5%
2	Master and apply sociological research methodology and publish research results to become an analyst and researcher on development and education issues	Reviewing various relevant literature, journals and research results	**Form of Assessment** : Participatory Activities, Practice/Performance	Constructivist approach/Direct learning 2 X 50			6%
3	Master and apply sociological research methodology and publish research results to become an analyst and researcher on development and education issues	Reviewing various relevant literature, journals and research results	**Form of Assessment** : Participatory Activities	Constructivist approach/Direct learning 2 X 50			5%
4	Master and apply sociological research methodology and publish research results to become an analyst and researcher on development and education issues	Formulate the background, research problem, objectives and benefits of the research	**Form of Assessment** : Participatory Activities	Constructivist approach/Direct learning 2 X 50			5%
5	Master and apply sociological research methodology and publish research results to become an analyst and researcher on development and education issues	Formulate the background, research problem, objectives and benefits of the research	**Form of Assessment** : Project Results Assessment / Product Assessment	Constructivist approach/Direct learning 2 X 50			5%
6	Master and apply sociological research methodology and publish research results to become an analyst and researcher on development and education issues	Formulate a theoretical framework	**Form of Assessment** : Participatory Activities	Constructivist approach/Direct learning 2 X 50			6%
7	Master and apply sociological research methodology and publish research results to become an analyst and researcher on development and education issues	Formulate a theoretical framework	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Constructivist approach/Direct learning 2 X 50			5%
8	UTS	UTS	**Form of Assessment** : Test	2 X 50			10%
9	Prepare and Present a Research Proposal	Research ProposalResearch Proposal Presentation	**Criteria:** 0-100 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Performance 2 X 50			6%
10	Prepare and Present a Research Proposal	Research ProposalResearch Proposal Presentation	**Criteria:** 0-100 **Form of Assessment** : Practice / Performance	Performance 2 X 50			6%

No	Sub-PO	Learning materials	Assessment Criteria & Form	Performance			Weight
11	Prepare and Present a Research Proposal	Research ProposalResearch Proposal Presentation	**Criteria:** 0-100 **Form of Assessment** : Practice / Performance	Performance 2 X 50			6%
12	Prepare and Present a Research Proposal	Research ProposalResearch Proposal Presentation	**Criteria:** 0-100 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Performance 2 X 50			6%
13	Prepare and Present a Research Proposal	Research ProposalResearch Proposal Presentation	**Criteria:** 0-100 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Performance 2 X 50			5%
14	Prepare and Present a Research Proposal	Research ProposalResearch Proposal Presentation	**Criteria:** 0-100 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Performance 2 X 50			7%
15	Prepare and Present a Research Proposal	Research ProposalResearch Proposal Presentation	**Criteria:** 0-100 **Form of Assessment** : Project Results Assessment / Product Assessment	Performance 2 X 50			7%
16			**Form of Assessment** : Test				10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	37.5%
2.	Project Results Assessment / Product Assessment	25.5%
3.	Practice / Performance	17%
4.	Test	20%
		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** 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.
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.