	Universitas Negeri Surabaya Vocational Faculty, D4 Graphic Design Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Research methodology	9034204442		T=4	P=0	ECTS=6.36	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course

PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties

Program Objectives (PO)

PO - 1	Students are able to master the facts, concepts, principles, laws, theories and research procedures of Graphic Design
PO - 2	Students are able to plan the Graphic Design design process from the concept stage, method, to final completion
PO - 3	Students are able to plan the Design Thinking Process from the empathize, define, ideate, prototype, and trial stages, in solving design problems

PLO-PO Matrix

P.O	PLO-1
PO-1	
PO-2	
PO-3	

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
PO-1																
PO-2																
PO-3																

Short Course Description

Course to explain research procedures to obtain a basis for the design process of Graphic Design work. This course also explains methods, procedures, strategies in designing design projects based on the designer's thinking process (design thinking). Lectures are conducted through face-to-face lectures, questions and answers and discussions in class.

References

Main :

1. Rohidi, Tjetjep Rohendi. 2011. Metodologi Penelitian Seni . Semarang: Cipta Prima Nusantara.
2. Sarwono, J. 2007. Metode Riset untuk Desain Komunikasi Visual. Yogyakarta: Penerbit Andi.
3. Sumartono. 2017. Metodologi Peneletian Kualitatif Seni Rupa dan Desain . Jakarta: Pusat Studi Reka Rancang Visual dan Lingkungan.
4. Soewardikoen, Widiatmoko Didit. 2019. Metodologi Penelitian Desain Komunikasi Visual .
5. Kumar, Vijay. 2016. 101 Metode Desain. Jakarta: PT. Elex Media Komputindo
6. Lawson, B. 2007. Bagaimana Cara Berpikir Desainer. Yogyakarta: Jalasutra
7. Martin, B. & Hanington, B. 2012. Universal Methods of Design. Baverly, MA: Rockport Publishers
8. Sugiyono. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta. 2016.
9. Ambrose, Gavin dan Harris, Paul, Basics design 08: Design Thinking, 2010, Switzerland: AVA Publishing SA

Supporters:

	1. Hattwig, Denise, dkk, Visual literacy standards in higher education: New opportunities for libraries and student learning, 2013, Jurnal Protal, Vol 13 No 1. hal 61-89
Supporting lecturer	Asidigisianti Surya Patria, S.T., 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	Able to understand the scope of research methodology and types of research	1.Can define the meaning of Research Methodology 2.Can describe the scope of the Research Methodology 3.Can describe the types of research	**Criteria:** Observation of student activities in class and LMS. **Form of Assessment** : Participatory Activities, Tests	Expository, discussion, question and answer. 2 X 50	Asynchronous, vinesa, doing 2 X 50 quizzes	**Material:** Research Methodology scope **Library:** *Sugiyono. Quantitative, Qualitative and R&D Research Methods. Bandung: Alphabeta. 2016.* **Material:** Types of research **Reader:** *Sugiyono. Quantitative, Qualitative and R&D Research Methods. Bandung: Alphabeta. 2016.*	2%
2	Able to understand Quantitative, Qualitative and Development Research	1.Students can describe quantitative research 2.Students can describe qualitative research 3.Students can describe development research	**Criteria:** 1.Observation of student activities in class/LMS. 2.Accuracy in answering questions in the quiz **Form of Assessment** : Participatory Activities, Tests	Lectures and questions and answers. Powepoint Media. 4 X 50	Self-regulated using Vinesa LMS asynchronously through discussion forums on Vinesa. 4 X 50	**Material:** Quantitative, Qualitative Research and **Library Development:** *Sugiyono. Quantitative, Qualitative and R&D Research Methods. Bandung: Alphabeta. 2016.*	2%
3	1.Able to understand Research Problems and Problem Statements in design research 2.Able to determine the background of design research	1.Students can describe research problems in design research 2.Students can describe the background of design research 3.Students can state problem statements in design research	**Criteria:** 1.Observation of student activities in class/LMS 2.Accuracy in answering questions in the quiz **Form of Assessment** : Participatory Activities, Tests	Expository, discussion, question and answer. 4 X 50	Synchronous webmeeting, 4 X 50 discussions	**Material:** Research Problem and Problem Statement in Design Research. **Bibliography:** *Soewardikoen, Widiatmoko Didit. 2019. Visual Communication Design Research Methodology.*	5%

4	Able to understand and make literature reviews in a research context	1. Students can describe the purpose of the literature review. 2. Students can describe the function of literature review 3. Students can describe theories that are relevant for research 4. Students can create a library review concept map 5. Students can describe the relationship between theories, assumptions and hypotheses in research	**Criteria:** 1. Observation of student activities in class/LMS 2. Accuracy in answering questions in the quiz **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lecture and question and answer, Powepoint 4 X 50	Self-regulated using Vinesa LMS asynchronously through discussion forums on Vinesa. 4 X 50	**Material:** Purpose and function of literature review **Reader:** *Sugiyono. Quantitative, Qualitative and R&D Research Methods. Bandung: Alphabeta. 2016.* **Material:** Relevant theories for design research **References:** *Soewardikoen, Widiatmoko Didit. 2019. Visual Communication Design Research Methodology.* **Material:** Literature review concept map **References:** *Soewardikoen, Widiatmoko Didit. 2019. Visual Communication Design Research Methodology.*	10%
5	Able to understand data collection techniques and analyze data	1. Students can describe data collection techniques: interviews, observation and documentation 2. Students can apply SWOT, 5W 1H, STP matrix analysis	**Criteria:** 1. Observation of student activities in class/LMS 2. Accuracy in answering questions in the quiz **Form of Assessment** : Participatory Activities	Expository, discussion, question and answer. 2 X 50	asynchronous discussion on vinesa 2 X 50	**Material:** Data collection techniques **Reader:** *Sugiyono. Quantitative, Qualitative and R&D Research Methods. Bandung: Alphabeta. 2016.* **Material:** Data analysis techniques **References:** *Sarwono, J. 2007. Research Methods for Visual Communication Design. Yogyakarta: Andi Publishers.*	2%
6	Understand the categories of design methods	1. Students can describe vernacular design methods 2. Students can describe the design by drawing method 3. Students can describe new design methods	**Criteria:** 1. Observation of student activities in class/LMS 2. Accuracy in answering questions in the quiz **Form of Assessment** : Participatory Activities, Tests	Lecture and question and answer, Powepoint 4 X 50	Self-regulated using Vinesa LMS asynchronously via discussion forums on Vinesa. 4 X 50	**Material:** Category of design methods **References:** *Sarwono, J. 2007. Research Methods for Visual Communication Design. Yogyakarta: Andi Publishers.*	2%

7	Able to understand visual literacy for Graphic Design	1. Students can determine visual image needs 2. Students can search and access visual images 3. Students can interpret and analyze visual images 4. Students can evaluate visual images 5. Students can use visual images effectively 6. Students can create visual media	**Criteria:** Accuracy in answering questions in the quiz **Form of Assessment** : Project Results Assessment / Product Assessment	Expository, discussion, question and answer 2 x 50 minutes	Self-regulated using Vinesa LMS asynchronously through discussion forums on Vinesa 2 x 50 minutes	**Material:** Visual Literacy Model **Reader:** *Hattwig, Denise, et al, Visual literacy standards in higher education: New opportunities for libraries and student learning, 2013, Jurnal Protal, Vol 13 No 1. pp. 61-89*	2%
8	Able to understand visual literacy for Graphic Design	1. Students can determine visual image needs 2. Students can search and access visual images 3. Students can interpret and analyze visual images 4. Students can evaluate visual images 5. Students can use visual images effectively 6. Students can create visual media	**Criteria:** Accuracy in answering questions in the quiz **Form of Assessment** : Project Results Assessment / Product Assessment	Expository, discussion, question and answer 2 x 50 minutes	Self-regulated using Vinesa LMS asynchronously through discussion forums on Vinesa 2 x 50 minutes	**Material:** Visual Literacy Model **Reader:** *Hattwig, Denise, et al, Visual literacy standards in higher education: New opportunities for libraries and student learning, 2013, Jurnal Protal, Vol 13 No 1. pp. 61-89*	10%
9	Students are able to understand and apply the Design Thinking Process	1. Students can describe the Design Thinking Process at the Empathize stage 2. Students can describe the Design Thinking Process at the Define stage	**Criteria:** Accuracy in answering questions in the quiz **Form of Assessment** : Test	Expository, discussion 4 x 50 minutes	Self-regulated using Vinesa LMS asynchronously through discussion forums on Vinesa 4 x 50 minutes	**Material:** Design Thinking Process: Emphatize and Define **Bibliography:** *Ambrose, Gavin and Harris, Paul, Basics design 08: Design Thinking, 2010, Switzerland: AVA Publishing SA* **Material:** Design Thinking Process: Emphatize and Define **References:** *Martin, B. & Hanington, B. 2012. Universal Methods of Design. Beverly, MA: Rockport Publishers*	5%

10	Students are able to understand and apply the Design Thinking Process.	1. Students can describe the Design Thinking Process at the Ideate stage 2. Students can describe the Design Thinking Process, Prototype and Design Evaluation stages	**Criteria:** Accuracy in answering questions in the quiz **Form of Assessment** : Test	Expository, discussion 4 x 50 minutes	Self-regulated using Vinesa LMS asynchronously through discussion forums on Vinesa 4 x 50 minutes	**Material:** Design Thinking Process: Ideate, Prototype and Evaluation **Library:** *Ambrose, Gavin and Harris, Paul, Basics design 08: Design Thinking, 2010, Switzerland: AVA Publishing SA* **Material:** Design Thinking Process: Ideate, Prototype and Evaluation **Literature:** *Martin, B. & Hanington, B. 2012. Universal Methods of Design. Beverly, MA: Rockport Publishers*	15%
11	Students are able to understand and apply the Design Thinking Process.	1. Students can describe the Design Thinking Process at the Ideate stage 2. Students can describe the Design Thinking Process, Prototype and Design Evaluation stages	**Criteria:** Accuracy in answering questions in the quiz **Form of Assessment** : Participatory Activities, Tests	Expository, discussion 4 x 50 minutes	Self-regulated using Vinesa LMS asynchronously through discussion forums on Vinesa 4 x 50 minutes	**Material:** Design Thinking Process: Ideate, Prototype and Evaluation **Library:** *Ambrose, Gavin and Harris, Paul, Basics design 08: Design Thinking, 2010, Switzerland: AVA Publishing SA* **Material:** Design Thinking Process: Ideate, Prototype and Evaluation **Literature:** *Martin, B. & Hanington, B. 2012. Universal Methods of Design. Beverly, MA: Rockport Publishers*	15%

12	Able to understand the processes and methods of thinking in design and apply decision making and testing methods	1. Students can describe the process and methods of thinking in design 2. Students can apply decision-making and testing methods	**Criteria:** 1. Originality 2. Creativity 3. Conformity with the provisions of the question 4. Neatness **Form of Assessment** : Participatory Activities	Expository, discussion, question and answer. Discussion with the PjBL stages as follows: 1. Orientation to students about the process and methods of design thinking. 2. Design and development: apply decision making methods 3. Determine the project deadline on the 11th week: 4. Monitoring: monitor the progress of group work 4 x 50 minutes	Self-regulated using Vinesa LMS asynchronously through discussion forums on Vinesa 4 x 50 minutes	**Material:** processes and methods of thinking in design **Reference:** *Sarwono, J. 2007. Research Methods for Visual Communication Design. Yogyakarta: Andi Publishers.*	5%
13	Able to understand the processes and methods of thinking in design and apply decision making and testing methods	1. Students can describe the process and methods of thinking in design 2. Students can apply decision-making and testing methods	**Criteria:** 1. Originality 2. Creativity 3. Conformity with the provisions of the question 4. Neatness **Form of Assessment** : Participatory Activities	Expository, discussion, question and answer. Discussion with the PjBL stages as follows: 1. Orientation to students about the process and methods of design thinking. 2. Design and development: apply decision making methods 3. Determine the project deadline on the 11th week: 4. Monitoring: monitor the progress of group work 4 x 50 minutes	Self-regulated using Vinesa LMS asynchronously through discussion forums on Vinesa 4 x 50 minutes	**Material:** processes and methods of thinking in design **Reference:** *Sarwono, J. 2007. Research Methods for Visual Communication Design. Yogyakarta: Andi Publishers.*	5%
14	Able to create moodboards in the design process	1. Students can describe the meaning of a moodboard 2. Students can describe the function of a moodboard 3. Students can apply moodboards	**Criteria:** 1. Observation of student activities in class/LMS 2. Originality 3. Creativity 4. Neatness **Form of Assessment** : Project Results Assessment / Product Assessment	Expository, discussion, question and answer. The continuation of the PjBL stages is as follows: 4. Monitoring: monitor the progress of group work 5. Results test: presentation of group work results 4 x 50 minutes		**Material:** Moodboard in the design process **References:** *Ambrose, Gavin and Harris, Paul, Basics design 08: Design Thinking, 2010, Switzerland: AVA Publishing SA*	5%

15	Able to create moodboards in the design process	1.Students can describe the meaning of a moodboard 2.Students can describe the function of a moodboard 3.Students can apply moodboards	**Criteria:** 1.Observation of student activities in class/LMS 2.Originality 3.Creativity 4.Neatness **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Expository, discussion, question and answer. The continuation of the PjBL stages is as follows: 4. Monitoring: monitor the progress of group work 5. Results test: presentation of group work results 4 x 50 minutes		**Material:** Moodboard in the design process **References:** *Ambrose, Gavin and Harris, Paul, Basics design 08: Design Thinking, 2010, Switzerland: AVA Publishing SA*	5%
16	Able to create moodboards in the design process	1.Students can describe the meaning of a moodboard 2.Students can describe the function of a moodboard 3.Students can apply moodboards	**Criteria:** 1.Observation of student activities in class/LMS 2.Originality 3.Creativity 4.Neatness **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Expository, discussion, question and answer. The continuation of the PjBL stages is as follows: 4. Monitoring: monitor the progress of group work 5. Results test: presentation of group work results 4 x 50 minutes		**Material:** Moodboard in the design process **References:** *Ambrose, Gavin and Harris, Paul, Basics design 08: Design Thinking, 2010, Switzerland: AVA Publishing SA*	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	37.5%
2.	Project Results Assessment / Product Assessment	29.5%
3.	Test	33%
		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.