	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Doctoral Study Program in Language and Literature Education**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Advanced Quantitative Research Methods	8800102072		T=2	P=0	ECTS=5.04	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Suhartono, M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

Short Course Description	This course aims to equip students with the knowledge and skills to carry out quantitative research activities. This course examines the paradigm, principles, types and procedures of quantitative research, which includes selecting and formulating problems, including populations and samples, research variables, data collection techniques, research instruments and data analysis techniques, procedures for preparing proposals, and simple research practices and compiling research results reports. Learning is carried out by means of lectures, group assignments, presentations, individual assignments, project assignments, and reflection.

References	**Main :**

1. Arikunto, Suharsimi, 2013. Prosedur Penelitian. Suatu Pendekatan Praktek. Yogyakarta: Rineka Cipta.
2. Awangga, Suryaputra N., 2007. Desain Proposal Penelitian. Yogyakarta: Pyramid Publisher.
3. Gall, D. Meredith, Joyce P. Gall, Walter R. Borg, 2003. Educational Research. An Introduction. Boston: Pearson Education Inc.
4. Gulo, W. 2012. Metodologi Penelitian. Jakarta: Grasindo.
5. Putra, Nusa, 2012. Research Development. Penelitian dan Pengembangan: Suatu Pengantar. Jakarta: Rajawali Pers.
6. Sanjaya, Wina, 2014. Penelitian Tindakan Kelas. Jakarta: Kencana Pradana Media Group.
7. Sukardi, 2013. Metodologi Penelitian Pendidikan. Kompetensi dan Prakteknya. Jakarta: Bina Aksara.
8. Suryabrata, Sumadi, 2014. Metodologi Penelitian. Jakarta: Rajawali Pers.
9. Tuckman, Bruce W., 1978. Conducting Educational Research. New York: Harcourt Brace Jovanovich.
10. Widoyoko, Eko Putro, 2012. Teknik Menyusun Instrumen. Yogyakarta: Pustaka Pelajar.

	Supporters:

Supporting lecturer	Prof. Dr. H. Bambang Yulianto, M.Pd. Dr. Syamsul Sodiq, 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	Define and identify the characteristics of research	Distinguish between scientific and non-scientific truth. Explain the characteristics of research activities.	**Criteria:** is in the attachment	lecture, question and answer 2 X 50			0%
2	Distinguish between quantitative and qualitative research paradigms	Explain the characteristics of quantitative research. Explain the characteristics of qualitative research.	**Criteria:** attachment	Silent reading, presentation and discussion 2 X 50			0%
3	Distinguish between types of research	Differentiate one type of research from another. Give an example of a research design according to the types of research available	**Criteria:** attachment	Lecture, question and answer, 2 X 50 group assignments			0%
4	Select and formulate research problems	Selecting a research problem. Formulate research problems	**Criteria:** attachment	Lecture, question and answer, 2 X 50 group assignments			0%
5	Prepare an introductory chapter proposal in research	Compile the background of the problem.	**Criteria:** attachment	Search for information, project assignments 2 X 50			0%
6	Prepare an introductory chapter proposal in research	Develop research objectives and benefits. Develop research assumptions and limitations.	**Criteria:** attachment	Project assignments, discussion 2 X 50			0%
7	Prepare a proposal for a literature review chapter, a framework for thinking and formulate a research hypothesis.	Selecting concepts and/or theories that are relevant to the problem Developing a framework for thinking Developing research hypotheses	**Criteria:** attachment	Discussion 2 X 50			0%
8	UTS		**Criteria:** attachment	UTS 2 X 50			0%
9	Prepare a proposal for the population and sample material	Determine the population in research according to each problem. Determine the sample using sampling techniques that are relevant to each research task		discussion 2 X 50			0%
10	Prepare a proposal for the population and sample material	Determine the population in research according to each problem. Determine the sample using sampling techniques that are relevant to each research task	**Criteria:** attachment	Project assignments, discussion 2 X 50			0%

11	Prepare proposals for data collection techniques and research instruments	Determine data collection techniques according to each research task	**Criteria:** attachment	Project assignments, discussion 2 X 50			0%
12	Prepare a proposal for data analysis techniques	Determine appropriate data analysis techniques according to each research task	**Criteria:** attachment	Project assignments, discussion 2 X 50			0%
13	Carrying out data collection and compiling research reports	Carry out data collection activities in the field in accordance with each research assignment	**Criteria:** attachment	Project assignments to the field 2 X 50			0%
14	Carrying out data collection and compiling research reports	Carry out data collection activities in the field in accordance with each research assignment	**Criteria:** attachment	Project assignments to the field 2 X 50			0%
15	Material review			2 X 50			0%
16	UAS			2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.