



Universitas Negeri Surabaya
Faculty of Postgraduate School,
Vocational Education Doctoral Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																											
Qualitative Research Methods	8300102002		T=2	P=0	ECTS=5.04	0	July 18, 2024																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																												
			Dr. Ratna Suhartini, M.Si.																																												
Learning model	Case Studies																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																	
	Program Objectives (PO)																																																	
	PLO-PO Matrix																																																	
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="16"></td> </tr> </table>						P.O																																										
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Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																																	
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">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>																P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																		
Short Course Description	Understanding of problems, focus, titles, and theories in qualitative research; population and sample in qualitative research; designing and creating instruments, as well as data collection techniques; data analysis technique; validity and reliability of qualitative research; preparing qualitative research proposals; preparation of qualitative research reports																																																	
References	Main :																																																	
	1. Sugiyono. 2012. Metode Penelitian Kombinasi (Mixed Methods). Bandung: Penerbit Alfabeta Tohirin. 2012. Metode Penelitian Kualitatif Dalam Pendidikan dan Bimbingan Konseling – Pendekatan Praktid untuk Peneliti Pemula dan Dilengkapi dengan Contoh Transkrip Hasil Wawancara Serta Model Penyajian Data. Jakarta: PT. Raja Grafindo Persada.																																																	
	Supporters:																																																	
Supporting lecturer	SUPARI Prof. Dr. Ismet Basuki, 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	Students are able to understand the problem, focus and title in qualitative research;	Explaining the problem, focus, title, in qualitative research;	Criteria: EA Letters (0-100)	Presentations, group discussions, case studies and reflections 2 X 50		0%
2	Students are able to understand theoretical studies in qualitative research;	Explaining theory in qualitative research;	Criteria: EA Letters (0-100)	Presentations, discussions, case studies and reflections 2 X 50		0%
3	Students are able to understand populations and samples in qualitative research;	Explain population and sample in qualitative research;	Criteria: EA letters (numbers 0-100)	Presentations, discussions, case studies and reflections 2 X 50		0%
4	Students have the ability to design and create research instruments	Explains designing and creating instruments in qualitative research	Criteria: EA Letters (0-100)	Presentations, discussions, case studies and reflections 2 X 50		0%
5	U.S.S	U.S.S	Criteria: EA Letters (0-100)	USS 2X50		0%
6	Students have the ability to use data collection techniques	Explains data collection techniques in qualitative research	Criteria: EA Letters (0-100)	Presentations, discussions, case studies and reflections 2 X 50		0%
7	Students have the ability to analyze data techniques in qualitative research	Explains data analysis techniques in qualitative research	Criteria: EA Letters (0-100)	Presentations, discussions, case studies and reflections 2 X 50		0%
8	Students have the ability to understand validity in qualitative research;	Explains validity, qualitative research in qualitative research	Criteria: EA Letters (0-100)	Presentations, discussions, case studies and reflections 2 X 50		0%
9	Students have the ability to understand reliability in qualitative research;	Explains reliability in qualitative research	Criteria: EA Letters (0-100)	Presentations, discussions, case studies and reflections 2 X 50		0%
10	U.S.S	U.S.S	Criteria: EA Letters (0-100)	USS 2X50		0%
11	Students have the ability to prepare qualitative research proposals;	Explain about preparing a qualitative research proposal;	Criteria: EA Letters (0-100)	Presentations, discussions, case studies and reflections 2 X 50		0%
12	Students have the ability to prepare qualitative research proposals;	Assign students to conduct studies on several research proposals	Criteria: EA Letters (0-100)	Presentations, discussions, case studies and reflections 2 X 50		0%
13	Students have the ability to prepare qualitative research reports.	Explains qualitative research reports.	Criteria: EA Letters (0-100)	Presentations, discussions, case studies and reflections 2 X 50		0%

14	Students have the ability to prepare qualitative research reports.	Assign students to conduct studies on a number of qualitative research reports.	Criteria: EA Letters (0-100)	Presentations, discussions, case studies and reflections 2 X 50			0%
15	U.S.S	U.S.S	Criteria: EA Letters (0-100)	USS 2X50			0%
16	Students have the ability to prepare qualitative research reports.	Assign students to conduct studies on a number of qualitative research reports.	Criteria: EA Letters (0-100)	Presentations, discussions, case studies and reflections 2 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.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.