



**Universitas Negeri Surabaya**  
**Faculty of Social and Political Sciences,**  
**Social Sciences Education Masters Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Quantitative Research Methodology	8712002033	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	July 17, 2024
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator	
		Dr. Sukma Perdana Prasetya, S.Pd., MT	Dr. Kusnul Khotmah, M.Pd			Dr. Agus Suprijono, M.Si.	

Learning model	Project Based Learning																																																																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																				
	Program Objectives (PO)																																																																																				
	PO - 1	Analyzing Characteristics in quantitative research research																																																																																			
	PO - 2	Analyze data using descriptive and inferential statistical techniques																																																																																			
	PO - 3	Determine population, sample and generalization																																																																																			
	PLO-PO Matrix																																																																																				
	<table border="1"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> </table>		P.O	PO-1	PO-2	PO-3																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																					
<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>		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																
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**Short Course Description** The scope of the quantitative research methodology course includes aspects of developing ontology, epistemology and axiology of research using a quantitative approach. The development of ontology aspects in quantitative research methodology courses emphasizes students' ability to determine formal research objects and theories and formulate hypotheses. The epistemological aspect is accentuated on the ability to determine populations, samples, normality tests, homogeneity tests, research design, and statistical analysis techniques. The axiological aspect is emphasized on students' ability to discuss research results with the theory they want to verify.

**References**

**Main :**

- Cresswell, John W, 2013, Pendekatan Kuantitatif, Kualitatif, dan Mixed, Yogyakarta: Pustaka Pelajar
- Sugiono. 2014. Statistika Untuk Penelitian. Bandung Alfabeta.
- Christensen, L. B. (1997). Experimental methodology. (7 th ed). Bosan and Bacon.

**Supporters:**

- Fraenkel, J. & Wallen, N. (2003). How to design and evaluate education (fifth edition) book 1. Boston: McGraw Hill

**Supporting lecturer** Dr. Agus Suprijono, M.Si.  
 Dr. Harmanto, S.Pd., M.Pd.  
 Prof. Dr. H. Muhammad Turhan Yani, M.A.  
 Dr. Sukma Perdana Prasetya, S.Pd., M.T.

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 develop an ontology in quantitative research	<ol style="list-style-type: none"> <li>1. Review previous research</li> <li>2. Identifying theoretical gaps</li> <li>3. Describe the state of the art</li> <li>4. Analyzing formal research objects</li> <li>5. Formulate research problems</li> </ol>	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Cooperative learning Constructivist learning 2 X 50	Cooperative learning Constructivist learning 2 x 50	<p><b>Material:</b> ontology in quantitative research <b>Library:</b> Cressewell, John W, 2013, <i>Quantitative, Qualitative and Mixed Approaches</i>, Yogyakarta: Student Library</p>	5%
2	Students are able to develop an ontology in quantitative research	<ol style="list-style-type: none"> <li>1. Review previous research</li> <li>2. Identifying theoretical gaps</li> <li>3. Describe the state of the art</li> <li>4. Analyzing formal research objects</li> <li>5. Formulate research problems</li> </ol>	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Cooperative learning Constructivist learning 2 X 50	Cooperative learning Constructivist learning 2 x 50	<p><b>Material:</b> ontology in quantitative research <b>Library:</b> Cressewell, John W, 2013, <i>Quantitative, Qualitative and Mixed Approaches</i>, Yogyakarta: Student Library</p>	5%
3	Students are able to develop an ontology in quantitative research	<ol style="list-style-type: none"> <li>1. Review previous research</li> <li>2. Identifying theoretical gaps</li> <li>3. Describe the state of the art</li> <li>4. Analyzing formal research objects</li> <li>5. Formulate research problems</li> </ol>	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Cooperative learning Constructivist learning 2 X 50	Cooperative learning Constructivist learning 2 x 50	<p><b>Material:</b> Cooperative learning Constructivist learning <b>Reference:</b> Cressewell, John W, 2013, <i>Quantitative, Qualitative and Mixed Approaches</i>, Yogyakarta: Pustaka Belajar</p>	5%
4	Students are able to develop an ontology in quantitative research	<ol style="list-style-type: none"> <li>1. Review previous research</li> <li>2. Identifying theoretical gaps</li> <li>3. Describe the state of the art</li> <li>4. Analyzing formal research objects</li> <li>5. Formulate research problems</li> </ol>	<p><b>Criteria:</b> Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Cooperative learning Constructivist learning 2 X 50	Cooperative learning Constructivist learning 2 x 50	<p><b>Material:</b> ontology in quantitative research <b>Library:</b> Cressewell, John W, 2013, <i>Quantitative, Qualitative and Mixed Approaches</i>, Yogyakarta: Student Library</p>	5%
5	Formulate a framework of thought. Formulate a hypothesis	<ol style="list-style-type: none"> <li>1. Identifying concepts</li> <li>2. Identify propositions</li> <li>3. Identify principles</li> <li>4. Formulate assumptions</li> <li>5. Formulate a hypothesis</li> </ol>	<p><b>Criteria:</b> Assignment weight : 25% Performance weight : 25% Knowledge weight : 50%</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Cooperative learning Constructivist learning 2 X 50	Cooperative learning Constructivist learning 2 x 50	<p><b>Material:</b> Formulating a hypothesis <b>Reader:</b> Sugiono, 2014. <i>Statistics for Research</i>. Bandung Alphabeta.</p>	5%
6	Formulate a framework of thought. Formulate a hypothesis	<ol style="list-style-type: none"> <li>1. Identifying concepts</li> <li>2. Identify propositions</li> <li>3. Identify principles</li> <li>4. Formulate assumptions</li> <li>5. Formulate a hypothesis</li> </ol>	<p><b>Criteria:</b> Assignment weight : 25% Performance weight : 25% Knowledge weight : 50%</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Cooperative learning Constructivist learning 2 X 50	Cooperative learning Constructivist learning 2 x 50	<p><b>Material:</b> Cooperative learning. Constructivist learning. <b>Reader:</b> Sugiono, 2014. <i>Statistics for Research</i>. Bandung Alphabeta.</p>	5%

7	Formulate a framework of thought. Formulate a hypothesis	<ol style="list-style-type: none"> <li>Identifying concepts</li> <li>Identify propositions</li> <li>Identify principles</li> <li>Formulate assumptions</li> <li>Formulate a hypothesis</li> </ol>	<b>Criteria:</b> Assignment weight : 25% Performance weight : 25% Knowledge weight : 50%  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Cooperative learning Constructivist learning 2 X 50	Cooperative learning Constructivist learning 2 x 50	<b>Material:</b> Formulating a hypothesis <b>Reader:</b> Sugiono. 2014. <i>Statistics for Research</i> . Bandung Alphabeta.	5%
8	MIDTERM EXAM	Master the theoretical aspects of quantitative research methods	<b>Criteria:</b> <ol style="list-style-type: none"> <li>Benchmark assessment criteria</li> <li>Knowledge 45%</li> <li>Skills 45%</li> <li>Attitude 10%</li> </ol> <b>Form of Assessment :</b> Test	Written test 2 X 50	Written test 1 x 50	<b>Material:</b> Quantitative research methods <b>References:</b>	0%
9	Evaluating THEORY	<ol style="list-style-type: none"> <li>Determine the sample</li> <li>Apply normality test</li> <li>Apply homogeneity test</li> <li>Implement hypothesis testing</li> <li>Draw a conclusion</li> </ol>	<b>Criteria:</b> Assignments : 25% Portfolio : 25% Knowledge : 50%  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Cooperative learning constructivist learning 2 X 50	Cooperative learning constructivist learning 2 x 50	<b>Material:</b> Evaluating THEORY <b>Bibliography:</b> Christensen, LB (1997). <i>Experimental methodology</i> . (7 <sup>th</sup> ed). Bored and Bacon.	10%
10	Evaluating theories	<ol style="list-style-type: none"> <li>Determine the sample</li> <li>Apply normality test</li> <li>Apply homogeneity test</li> <li>Implement hypothesis testing</li> <li>Draw conclusions</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>Weight assignment: 25%</li> <li>Portfolio weight: 25%</li> <li>Weight knowledge: 50%</li> </ol> <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Cooperative learning Constructivist learning 2 X 50	Cooperative learning constructivist learning 2 x 50	<b>Material:</b> Evaluating theory <b>References:</b> Christensen, LB (1997). <i>Experimental methodology</i> . (7 <sup>th</sup> ed). Bored and Bacon.	10%
11	Evaluating theories	<ol style="list-style-type: none"> <li>Determine the sample</li> <li>Apply normality test</li> <li>Apply homogeneity test</li> <li>Implement hypothesis testing</li> <li>Draw conclusions</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>Weight assignment: 25%</li> <li>Portfolio weight: 25%</li> <li>Weight knowledge: 50%</li> </ol> <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Cooperative learning, Constructivist learning 2 X 50	Cooperative learning, Constructivist learning 2 x 50	<b>Material:</b> Evaluating theory <b>References:</b> Christensen, LB (1997). <i>Experimental methodology</i> . (7 <sup>th</sup> ed). Bored and Bacon.	10%
12	Evaluating theories	<ol style="list-style-type: none"> <li>Determine the sample</li> <li>Apply normality test</li> <li>Apply homogeneity test</li> <li>Implement hypothesis testing</li> <li>Draw conclusions</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>Weight assignment: 25%</li> <li>Portfolio weight: 25%</li> <li>Weight knowledge: 50%</li> </ol> <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Cooperative learning Constructivist learning 2 X 50	Cooperative learning, Constructivist learning 2 x 50	<b>Material:</b> theoretical evaluation <b>Reader:</b> Sugiono. 2014. <i>Statistics for Research</i> . Bandung Alphabeta.	5%

13	Evaluating theories	1. Determine the sample 2. Apply normality test 3. Apply homogeneity test 4. Implement hypothesis testing 5. Draw conclusions	1. Criteria: Weight assignment: 25% Portfolio weight: 25% Weight knowledge: 50% Form of Assessment : Project Results Assessment / Product Assessment	1. Cooperative learning Constructivist learning 2 X 50	Cooperative learning, Constructivist learning 2 x 50	Material: theoretical evaluation Reader: Sugiono, 2014. <i>Statistics for Research</i> . Bandung Alfabeta.	10%
14	Evaluating theories	1. Determine the sample 2. Apply normality test 3. Apply homogeneity test 4. Implement hypothesis testing 5. Draw conclusions	1. Criteria: Weight assignment: 25% Portfolio weight: 25% Weight knowledge: 50% Form of Assessment : Project Results Assessment / Product Assessment	1. Cooperative learning Constructivist learning 2 X 50	Cooperative learning, Constructivist learning 2 x 50	Material: theoretical evaluation Reader: Sugiono, 2014. <i>Statistics for Research</i> . Bandung Alfabeta.	10%
15	Evaluating theories	1. Determine the sample 2. Apply normality test 3. Apply homogeneity test 4. Implement hypothesis testing 5. Draw conclusions	1. Criteria: Weight assignment: 25% Portfolio weight: 25% Weight knowledge: 50% Form of Assessment : Project Results Assessment / Product Assessment	1. Cooperative learning Constructivist learning 2 X 50	Cooperative learning, Constructivist learning 2 x 50	Material: theoretical evaluation Library: Cressewell, John W, 2013, <i>Quantitative, Qualitative and Mixed Approaches</i> , Yogyakarta: Student Library	10%
16	Mastering the practical aspects of quantitative research methods	Mastering the practical aspects of quantitative research methods	1. Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Test	WRITTEN TEST 2 X 50	WRITTEN TEST 1 x 50	Material: meeting material 9 to 15 References:	0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	100%
		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.
- 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%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.